DOINGWHATWORKS

CONDUCTING A SELF-ASSESSMENT OF SCREENING AND MONITORING PROGRAMS

Purpose	A school team can use this tool to reflect on progress monitoring components used in the school and identify steps for implementation or improvements.
Materials	None
Media	None
Topic	Teaching Literacy in English to K-5 English Learners
Practice	Screen and Monitor Progress

Conducting a Self-Assessment of Screening and Monitoring Progress

A strong formative assessment system in reading is a whole school approach that involves all teachers and all students, not just bilingual/English as a Second Language staff and English learners. Assessment is part of a school's core reading program and reading culture. Depending on where your school is starting, you may need to build a reading instruction and assessment program from the ground up or just need to make refinements to current practice. Staff in the district office may be able to provide resources or technical assistance. Resources for improving progress monitoring may be supported through the school improvement planning process.

Use the chart below to rate your school's current implementation of each component and record ideas to improve screening and progress monitoring.

Progress Monitoring Component	Rating for Our School:			Next Steps
	Yes	**Partly**	**No**	
1. Building administrators set expectations for all staff about using data to improve reading outcomes for all students in our school, including English learners.				
2. We have identified assessments for screening and progress monitoring that cover the five components of reading.				
3. We have identified specific roles for staff such as the reading coach and principal to help teachers with progress monitoring.				
4. We have established a schedule for administering progress monitoring assessments.				
5. We have provided professional development to teachers in administering the progress monitoring assessments				
6. We administer progress monitoring assessments to all students, including English learners.				

Progress Monitoring Component	Rating for Our School:			Next Steps
	Yes	Partly	No	
7. When needed, we support English learners by clarifying the assessment task directions so they know what they are being asked to do.				
8. We administer progress monitoring assessments more frequently to English learners and others who show potential risk of reading difficulty.				
9. We have access to an electronic data storage system to organize assessment results and see results in a timely fashion using a variety of report formats.				
10. Teachers get results from progress monitoring in a timely fashion to use for instruction.				
11. We organize staff in teams to interpret data and make decisions based on data.				