

K-5 Assessment and Intervention Sequence: Assessment

Course Companion

The Course Companion is designed to allow participants to capture notes, reflections and action steps as they work through a course. Additionally, the Course Companion contains a list of all resources listed in the course. Each section of the Course Companion is linked to a corresponding section of the course.

Consider this Scenario

The building leadership team at York Elementary is meeting to plan for next year. They have taken strides to improve the approaches to literacy instruction including instituting a systematic and explicit approach to their phonemic awareness and phonics instruction. However, the team notices that they are not able to consistently identify students who need additional assistance to read effectively. Furthermore, when they do identify students who struggle to read, they do not know where to begin intervening to help them succeed.

Can you relate to the above scenario? In what ways are your challenges in literacy instruction similar or different?

Screening with Dr. Tim Odegard (Video)

Notes:

Resources

Notes:

Course Reflection:

Consider the types of assessments Dr. Odegard identified in his video. Do the assessments you currently use match the assessments that Dr. Odegard identified? Where are you doing well and where might you want to grow?

Are there specific approaches that Dr. Odegard identified that could help you to improve your practice?

The following resources are listed in the course:

- The International Dyslexia Association article [Universal Screening: K-2 Reading](#) covers the purposes of screening and some tips on how to screen.
- The National Center on Intensive Intervention provides a helpful tool for identifying screening assessments: [Academic Screening Tools Chart](#).
- [ImprovingLiteracy.org](#) provides a series of helpful resources on screening.