

## Assessment *FOR* and *OF* Learning: Comparing and Contrasting Literacy Assessment Purposes

Assessment for learning plays a critical role in informing and driving literacy instruction. A comprehensive assessment system allows educators to adjust instruction to meet the specific needs of students, which is critical for students with learning disabilities (LDs) in terms of both the prevention of reading difficulties and intervention to remediate skill gaps.

Use the table below to help you learn and understand how and when to use universal screeners, diagnostic assessments, progress monitoring, and outcome evaluation to guide the literacy instruction and intervention.

|                 | Assessment <i>for</i> Learning   |  |  | Assessment <i>of</i> Learning   |
|-----------------|--|--|--|---|
|                 | Universal Screeners  | Diagnostic Assessments   | Progress Monitoring  | Outcome Evaluation  |
| <b>Why</b>      | Which students are at risk?<br><br>Which systems are at risk?  | What skills does this student have?<br><br>What skills need to be taught?  | Is our instruction working?<br><br>Do we need to change course?  | Have students learned what we need them to know?<br><br>Did our instruction work?         |
| <b>What</b>     | Brief, standardized assessments of key literacy skills   | In-depth, often unstandardized assessments   | Very brief (1-3 minutes)   | Evaluations of mastery of learning goals or curriculum expectations                       |
| <b>Who</b>      | All students   | Students at risk   | Students at risk   | All students  |
| <b>When</b>     | Beginning, middle, and end of year   | When problem-solving for differentiated instruction or intervention  | Weekly or biweekly to allow for quick adjustments based on response to instruction   | After units of study or at the end of a school year                                       |
| <b>Analogy</b>  | <b>Blood pressure or temperature check –</b><br>Is there a problem?  | <b>Blood test or diagnostic imaging –</b><br>What is the problem?<br><br>What do we need to do about it?   | <b>GPS system –</b><br>Are we going in the right direction?<br><br>Will we get there on time?  | <b>Time on a running race –</b><br>How did we do?<br><br>What can we learn for next time? |
| <b>Examples</b> | DART<br><br>SD61 Text Neutral Literacy Assessment DRAFT<br><br>Acadience (formerly DIBELS Next)<br><br>DIBELS 8 <sup>th</sup> Ed.<br><br>AimsWEB Plus<br><br>FastBridge<br><br>easyCBM | PASS<br><br>Jerry Johns Reading Inventory<br><br>Words Their Way Spell/Phonics Inventory<br><br>Comprehensive Phonics Survey<br><br>CORE Phonics Survey<br><br>Acadience Comprehension, Fluency & Oral Language Diagnostic | PASS or PhARLS<br><br>Jerry Johns Reading Inventory<br><br>Words Their Way Spell/Phonics Inventory<br><br>Comprehensive Phonics Survey<br><br>CORE Phonics Survey<br><br>Acadience Comprehension, Fluency & Oral Language Diagnostic | Summative assessments (e.g. unit tests, projects and assignments)                         |