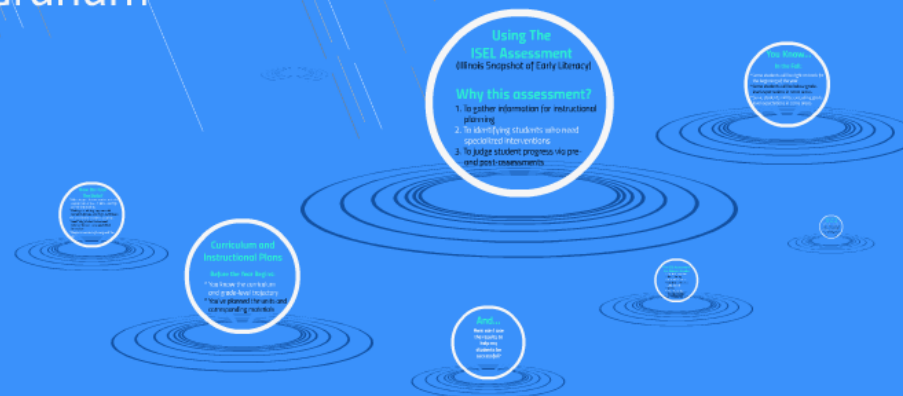


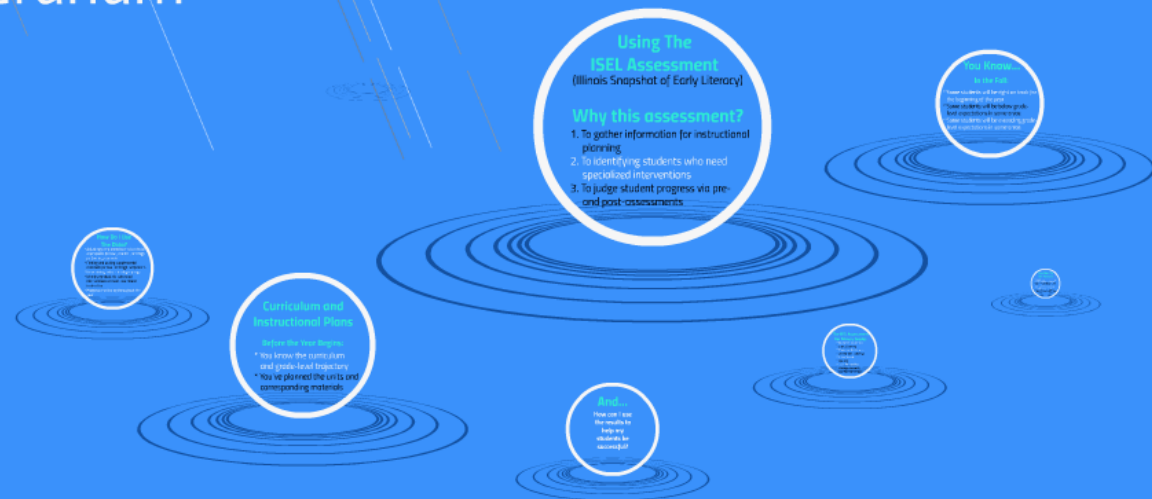
Informing Instruction Through Assessment Data

By Stephanie Graham



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Curriculum and Instructional Plans

Before the Year Begins:

- * You know the curriculum and grade-level trajectory
- * You've planned the units and corresponding materials

You Know...

In the Fall:

- * Some students will be right on track for the beginning of the year
- * Some students will be below grade-level expectations in some areas
- * Some students will be exceeding grade-level expectations in some areas

Using The ISEL Assessment

(Illinois Snapshot of Early Literacy)

Why this assessment?

1. To gather information for instructional planning
2. To identifying students who need specialized interventions
3. To judge student progress via pre- and post-assessments

The ISEL Assessment: For Primary Grades

- * Alphabet recognition
- * Story Listening
- * Phonemic Awareness
- * One-to-one Matching
- * Letter Sounds
- * Spelling
- * Word Recognition
- * Passage Accuracy
and Comprehension

How Do I Use The Data?

- * Adjusting pre-planned curriculum to be appropriate for low-, middle-, and high performing students
- * Finding and adding supplemental materials for low- and high-performers
- * Determining instructional groupings
- * Identifying students who need interventions or more specialized instruction
- * Progress monitoring throughout the year

Questions To Ask Yourself

- * What do the assessment results tell me about what students already know?
- * Are students already proficient in some of the planned instructional concepts?
- * How could I form instructional groups based on the assessment data?
- * Is there a way to improve my planned activities to better suit students' needs?



And...

**How can I use
the results to
help my
students be
successful?**