

Assessments to Guide Adolescent Literacy Instruction

Description: This document contains two major parts. The first describes key elements of a comprehensive assessment plan to improve literacy instruction for adolescents, details the purposes of assessment, and identifies the major types of assessments that can be used to meet each purpose. The second part identifies examples of assessments and assessment systems that are currently in use or under development for use in adolescent literacy assessment.

Information Level: intermediate

Intended Audience for Internal Knowledge Development:

State: policy, licensure, grants, professional development

District: policy, planning, professional development

School: literacy plan, professional development

To expand RCC's capacity, this activity or resource:	
Confirms what the RCC is already doing.	This document supports the continued work of RCCs in the field of adolescent literacy providing specific information in the area of assessment.
Raises awareness of new developments in fields important to states' work.	It provides a strong scaffold for developing a comprehensive assessment plan to improve literacy instruction for adolescents.
Helps the RCC help states plan or initiate a new state program, policy, or practice.	It can be used by the RCCs to help states craft clear language in new literacy grants that will support the development of comprehensive assessment plans. It can be a resource for new or revised policy decision-making and practical guidance about the types and use of assessment data to support literacy instruction and outcomes. It can also be used to frame professional development offerings in this area.
Helps the RCC enhance states' ability to address NCLB/ESEA* requirements.	It deepens RCC knowledge of the connections between adolescent literacy assessments and improved literacy instruction.
Helps RCC improve states' ability to work with districts.	It enables the RCCs to converse with SEAs about potential uses of the document for creating professional development for LEAs as a means to improving student achievement in the area of adolescent literacy.
Enables the RCC to carry out its work more effectively.	It provides a clearly written resource that can be easily shared by RCCs with SEA staff that demonstrates the necessary relationship between a comprehensive adolescent literacy assessment plan and improved literacy instruction.

Accompanying/Related Materials:

- Academic Literacy Instruction for Adolescents: Guidance Document from the Center on Instruction
- Improving Literacy Instruction in Middle and High Schools: A Guide for Principals

Suggested Dissemination Strategies:

- Inform state DOEs of document and its purposes.
- Provide opportunity for follow up conference calls for questions and discussion of document and its potential uses internally at the DOE and with districts.
- Make SEA aware of supporting documents - Academic Literacy Instruction for Adolescents: Guidance Document from the Center on Instruction and Improving Literacy Instruction in Middle and High Schools: A Guide for Principals

*ESEA – Elementary and Secondary Education Act