



Selected COI Resources Addressing the ARRA Reform Area

Standards and Assessments

An Introduction to Progress Monitoring in Mathematics. This professional development module, consisting of a PowerPoint presentation and a presenter's manual, describes progress monitoring, explains common techniques often mistaken for progress monitoring, and discusses application of progress monitoring in mathematics at both the elementary and secondary grade levels.

http://www.centeroninstruction.org/resources.cfm?category=math&subcategory=&grade_start=&grade_end=#229

Assessments to Improve Instruction in Academic Literacy for Adolescents: A Guidance Document from the Center on Instruction.

This document provides information about the key elements of a comprehensive assessment plan to improve literacy instruction for adolescents. It provides examples of assessments and assessment systems currently in use or under development to improve literacy instruction for students in grades 4–12.

<http://www.centeroninstruction.org/files/Assessment%20Guide.pdf>

Curriculum-Based Measurement in Mathematics: An Evidence-Based Formative Assessment Procedure. This report describes M-CBM (Mathematics Curriculum-Based Measurement) including a brief history, basic procedures, implications for practice, and further resources. It also reviews the research that supports the use of M-CBM.

<http://www.centeroninstruction.org/files/CBMeasurements.pdf>

Focusing on State Standards: The Next Step Toward a Coherent K–12 Experience for All Students (WebEx). The Center on Instruction's mathematics strand hosted a WebEx on March 17, 2009, which looked at the National Council of Teachers of Mathematics (NCTM) PK–8 Curriculum Focal Points and how this new generation of state standards may look different in a post-Focal Point world. Cathy Seeley, former president of NCTM and a major contributor to the creation of the Curriculum Focal Points, also discussed the challenges of bringing focus and coherence from PK–8 to high school and what changes may be necessary across the board as attention is shifted toward a more robust PK–12 experience for all students to be ready for college and the workplace.

<http://www.centeroninstruction.org/pdevents.cfm#48>

Download these resources free at www.centeroninstruction.org

About COI

The Center on Instruction, a national comprehensive center funded by the U.S. Department of Education, collaborates with the nation's preeminent researchers, practitioners, and technical assistance providers to offer resources about instruction in reading, mathematics, science, special education, Response to Intervention (RTI), and English language learning. These resources include research syntheses, practice guides, professional development modules, and classroom observation tools that Regional Comprehensive Centers, state departments of education, and district and school administrators have successfully used in their work to improve the quality of instruction in our nation's schools.

As you apply for ARRA funds and implement your plan, COI's resources can guide you in your decision-making about what reforms work and how to implement them most effectively. As you consider how to advance reforms in the area of "standards and assessments," consider that COI's resources can help you to

- implement high quality assessments; and
- use information from assessments to guide classroom instruction.

This handout offers a selection of resources available from the Center on Instruction. You can download them for free from the COI website: www.centeroninstruction.org. Other resources, not COI-developed but COI-reviewed, are also available for download from the COI website.



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Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for the Use of Accommodations in Large-Scale Assessments. This book is the third in a series of three Practical Guidelines for the Education of English Language Learners. NCLB has increased awareness of the academic needs and achievement of ELLs as schools, districts, and states are held accountable for teaching English and content knowledge to ELLs. ELLs present a unique set of challenges to educators because of the central role played by academic language proficiency in the acquisition and assessment of content-area knowledge. This document focuses particularly on research-based recommendations on the use of accommodations to increase the valid participation of ELLs in large-scale assessments. A PowerPoint that supplements the book is also available, and can be used during inservice training to educators teaching in the elementary, middle, and secondary grades.

<http://www.centeroninstruction.org/files/ELL3-Assessments.pdf>

Screening for Mathematics Difficulties in K–3 Students. This report looks at the effectiveness of existing early screening measures and discusses the key features needed to screen kindergarten through third grade students for difficulties in mathematics.

<http://www.centeroninstruction.org/files/COI%20Math%20Screening.pdf>



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