Accessible Assessment: How 9 Sensible Techniques Can Power Data-Driven Reading Instruction

Michael F Opitz, Michael P Ford, James A Erekson

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Count on the assessment that only counts what *really* counts

With these nine sensible, essential assessments, teachers can gather all the data they need. We share these assessments and show teachers how to use them across a school year for maximum instructional effect
-Michael Opitz, Michael Ford, and **James Erekson**

"Data-driven instruction" is a new education watchword. But today teachers don't have time to collect data about readers that isn't **absolutely essential**. *Accessible Assessment* simplifies reading instruction by only counting what really counts.

Accessible Assessment isn't like many of today's complex, time-consuming assessment programs. It combines nine informal techniques into a manageable, calendarized framework that makes sense and drives highly targeted, differentiated instruction. Opitz, Ford, and Erekson help teachers:

- measure only what matters most
- assess with the confidence that comes from a strong research base
- increase consistency and organization across school years, grades, and buildings
- implement predictable assessment structures flexibly
- plan short-, medium-, and long-range instructional goals.

Accessible Assessment can make a big difference for individual teachers, but it's even more powerful for teaching teams or entire buildings. It can bring a new level of coherence to any crucial assessment task, including:

- screening, progress monitoring, and diagnostics for RTI
- assessing for key reading standards (including Common Core)
- sharing information with colleagues, administrators, and parents.

Make assessment count more than ever by counting only what *really* counts. Count on *Accessible Assessment*.

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