



## Tools/Resources for PHASE I, Principle #1

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### **Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades** (What Works Clearinghouse, 2009)

This guide offers five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement.

Available at <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

### **Design principles for new systems of assessment** (Phi Delta Kappan, 2017)

The Every Student Succeeds Act (ESSA) grants states new flexibility to create more balanced assessment systems with a greater role for formative assessment. Drawing on lessons learned over three decades of research and reform, the authors of this article argue for state and local leaders to take the lead in designing new assessments guided by two core principles: 1) make assessments coherent with rich curriculum and instruction; 2) ground this integration of curriculum, instruction, and embedded assessments in equity-focused research on learning.

Available at <https://journals.sagepub.com/doi/abs/10.1177/0031721717696478>  
(minimal fee required for non-PDK members).

### **District Assessment System Design (DASD) Toolkit** (Center for Assessment, 2018)

This toolkit is useful for districts to determine users of assessment, the different ways that assessment information can be used, and which assessment approaches are most valuable in meeting the assessment information needs of different assessment users in the district.

Available at [www.nciea.org/featured-resources](http://www.nciea.org/featured-resources).

**Dual-Capacity Framework** (DualCapacity.org)

Based on existing research and best practices, the Dual Capacity-Building Framework for Family-School Partnerships (Version 2) is designed to support the development of family engagement strategies, policies, and programs. The Framework should be seen as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement.

Available at [www.dualcapacity.org](http://www.dualcapacity.org).

**Michigan’s Student Individual Reading Instruction Plan (IRIP) Companion Document** (MEMSPA, 2017)

This 22-page document for school leaders and leadership teams is to support the use of Michigan’s IRIP form. It provides general guidance, research, and best practices to school districts. The document is student focused, and its authors aim to support teachers’ and teams’ abilities to be data-informed as they undertake the process of creating, completing, monitoring, and supporting the implementation of an IRIP.

Available from the Michigan Elementary and Middle School Principals Association ([memspa.org](http://memspa.org)) or at the ELAS Tools and Resources link below.

A listing of all Tools and Resources mentioned in this Guide to help you develop an early literacy assessment system (ELAS) is available online at [www.MichiganAssessmentConsortium.org/ELAS](http://www.MichiganAssessmentConsortium.org/ELAS).

