ESSENTIAL TASK LIST FOR SCREENING TOOLS

Directions: In the second column, write the name(s) of the individual or team who will assume responsibility for the task identified in the first column. In the third column, write the deadline for or status of the task.

Task	Responsible Individual/ Team	Timeline/ Status
Review your screening instrument's items to be certain that content is aligned with the curriculum for each grade level.		
Once a tool has been selected, determine and secure the resources required to implement it.		
Determine initial professional development needs and continuing professional development support.		
Administer the screening measure three times a year (e.g., early fall, midterm, and late spring).		
Create a database that aligns with the screening instrument to hold student information and scores.		
Organize the screening results (e.g., graphs and tables) to provide a profile of all students and their comparisons with each other.		
Monitor results at the classroom level and make decisions about when teachers/instructional programs require more scrutiny and support.		
Add screening results to a database so that students' performance can be monitored over time.		
Specify written steps to follow when further scrutiny is needed for students judged to be at risk.		

Source: Johnson, Mellard, Fuchs, & McKnight (2006).

Figure 5.2

Template available for download at **http://resources.corwin.com/VL-Literacy**