

Utah State Office of Education Reading Endorsement Course Framework

Requirement: **Reading Assessment and Instructional Interventions (4)**
Revision Date: **2013**

The intent of this framework is (1) to ensure a level of consistency statewide among all institutions providing courses for the Reading Endorsement, and (2) to provide criteria for reviewing and approving coursework from out-of-state submitted to meet this requirement. This framework should be used as the basis for curricular and instructional planning for the required area named above.

Course Description

The purpose of this graduate-level course is to help practicing teachers become proficient in developing and using a variety of formal and informal assessments and instructional procedures to increase or accelerate student’s reading achievement as appropriate. Teachers will learn to screen for reading problems, diagnose reading strengths and needs, and monitor progress to ensure students optimal growth in reading. Teachers will also learn procedures for gathering, analyzing, and interpreting data to inform instruction to communicate to stakeholders.

IRA Standards for Reading Professionals (2010) to be addressed in this course

STANDARD 2: CURRICULUM AND INSTRUCTION

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Element 2.1 — Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

Element 2.2 — Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading– writing connections.

STANDARD 3: ASSESSMENT AND EVALUATION

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Element 3.1 — Candidates understand types of assessments and their purposes, strengths, and limitations.

Element 3.2 — Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

Element 3.3 — Candidates use assessment information to plan and evaluate instruction.

Element 3.4 — Candidates communicate assessment results and implications to a variety of audiences.

Participant Objectives

Participants will:

- Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing, including adapting instructional materials to meeting the needs of English Language Learners and struggling learners based on assessment data (2.1, 2.2).
- Demonstrate an understanding of the literature and research related to assessments and their uses and misuses (3.1).
- Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measure outcomes (3.1).
- Recognize the basic technical adequacy of assessments (3.1).
- Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing (3.2).
- Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention (3.3).
- Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction (3.3).
- Understand how to appropriately communicate assessment purposes and discuss results with appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators) (3.4).

Required Course Topics

1. Types of reading assessments
2. Screening, diagnostic, and monitoring tools and how assessment fits into the 3-Tiered Reading Model
3. Using assessment data to inform instructional decisions
4. Intervention and instructional strategies
5. Foundational reading skills
 - a. Print concepts
 - b. Phonemic awareness
 - c. Phonics
 - d. Spelling and word identification
 - e. Fluency
 - f. Comprehension
6. Literacy skills and understanding
7. Accessing academic vocabulary, building fluency, and increasing comprehension

Suggested Assignments

This suggested assignments section is provided to give instructors a sense of the type, length, and depth of assignments appropriate for this class and is not to be viewed as a required list or as a complete list of assignments.

- **Critique of assessment.** Each student will compare purposes, procedures, reliability, and validity of selected assessments.
- **Critique of interventions.** Each student will compare purposes, procedures, reliability, and validity of selected interventions.
- **Case study.** Identify a students or group of students that need additional support in reading. Administer screening assessments to gather initial baselines data, diagnostic assessments to identify students' instructional strengths and needs and on-going progress monitoring data. Based on this data, provide reading instruction to improve their reading achievement. Describe the assessment data (pre and post), instructional procedures, and recommendation in a written case study.

Core Texts

Afflerbach, P. (2011). *Understanding and Using Reading Assessment, K-12*, 1st Ed. DE, IRA.

Suggested Resources

Barr, R., Blachowicz, C.L.Z., Katz, D., & Kaufman, B. (2002). *Reading diagnosis for elementary teachers* (4th Ed.). Boston, MA: Allyn & Bacon.

Block, C.C. (2003) *Literacy difficulties: Diagnosis and instruction for reading specialist and classroom teachers* (2nd Ed.). Boston, MA: Allyn & Bacon.

Cooper, Jd. & Kiger, N.D. (2001). *Literacy assessment: Helping teachers plan instruction*. Boston, MA: Houghton Mifflin.

DiRanna, K & Osmundson, E. (2008). *Assessment center teacher: A reflective practice*. Thousand Oaks, CA: Corwin Press.

English, F.W. (1992). *Deciding what to teach and test*. Newbury Park, CA: Corwin Press.

Love, N., & Stiles, S.M. & DiRanna, K. (2008). *The data coach's guide to improving learning for all students*. Thousand Oaks, CA: Corwin Press.

Reutzel, R & Cooter, R. (2003) *Strategies for reading assessment and instructional: Helping every child success* (2nd Ed). Upper Saddle, NJ: Prentice-Hall, Inc.

Wadpole, S. McKenna, M.C. (2007) *Differentiated reading instruction strategies for the primary grades*. New York, NY: The Guildford Press.

Wiggin, G., & McTighe, J. (1998). *Understanding by design*. Arlington, VA: ASCD.