

Utah State Office of Education Reading Endorsement Course Framework

Requirement: **Reading Assessment and Instructional Interventions (3)**
Revision Date: **2015**

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 students' reading achievement as appropriate. Teachers will learn to screen for reading problems, diagnose reading strengths and needs, and monitor progress to ensure students achieve optimal growth in reading within the context of a Multi-Tiered System of Supports. Teachers will also learn procedures for gathering, analyzing, and interpreting data to inform instruction, as well as methods for communicating findings to stakeholders.

Prerequisite: Current teaching license; currently teaching or previous teaching experience

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

STANDARD 1: FOUNDATIONAL KNOWLEDGE

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element 1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

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.

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Element 6.2 — Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

Participant Objectives

Participants will:

- Provide appropriate in-depth instruction for all readers, especially those who struggle with reading, including adapting instructional materials to meet all learners' need based on assessment data (1.3, 2.1, 2.2).
- Demonstrate an understanding of the literature and research related to assessments: their purposes, 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 outcome measures (3.1).
- Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity) (3.1).
- Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing, including English Learners (3.2).
- Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention (3.3, 6.2).
- 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, 6.2).

Required Course Topics

1. Formal and Informal Assessments
 - Reliability, validity, and other technical considerations (SEM, SD, etc.)

- National assessment trends, including NAEP
 - High-stakes and low-stakes assessments
 - Norm-referenced and criterion-referenced
 - Summative and formative (e.g., DIBELS)
 - Benefits and limitations (e.g., Mental Measurement Yearbook)
 - Reading inventories and authentic assessments (e.g., observation, error analysis)
2. Overview of MTSS
 - Framework components
 - Overarching principles
 - Data-based decision making
 3. Use of assessment and intervention in a Multi-Tiered System of Supports (MTSS)
 - Tier I
 - Tier II
 - Tier III
 4. Types and uses of assessment tools (formal and informal) and the information provided to inform instructional decisions
 - Screening
 - Diagnostic (e.g., Core Phonics Survey, Informal Phonics Inventory)
 - Progress Monitoring
 - Rate of Improvement (ROI) or Rate of Change (ROC)
 - Using appropriate progress monitoring tool to align with instruction
 - Outcome Measures
 - Common Formative Assessments
 5. Evidence-Based and Research-Based Interventions
 - Criteria
 - Resources to identify
 6. Intervention and instructional strategies
 - Print concepts
 - Phonological awareness
 - Phonics
 - Word reading fluency (including high-frequency and multisyllabic words)
 - Contextual reading fluency
 - Vocabulary
 - Comprehension
 - Spelling and word identification
 - Language needs of English Learners
 7. Communication with stakeholders
 - Professional Learning Communities (PLCs)
 - Parents and other stakeholders

- Teacher to student and student to teacher
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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.

Required Assignment

- **Case study.** Identify a student or group of students that need additional support in reading. Administer screener assessments to gather initial baseline data. Then, administer diagnostic assessments to determine students' instructional strengths and needs. Based on this data, provide reading instruction to improve their reading achievement and use progress monitoring data to inform and adjust instruction. Describe the assessment data (pre and post), instructional procedures, and recommendation in a written case study.
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Core Text Options

- Barr, R., Blachowicz, C.L.Z., Katz, D., & Kaufman, B. (2012). *Reading diagnosis for elementary teacher* (6th Ed.). Boston, MA: Allyn & Bacon.
- Cockrum, W., & Shanker, J.L. (2012). *Locating and Correcting Reading Difficulties* (10th Edition). New York: Pearson.
- DeVries, B. A. (2014). *Literacy assessment & intervention for classroom teachers* (4th Ed.). Holcomb Hathaway.
- Jennings, J.J., Caldwell, J.S., & Lerner, J.W. (2013). *Reading Problems: Assessment and Teaching Strategies* (7th Edition). Boston, MA: Allyn & Bacon
- McCormick, S., & Zutell, J. (2014). *Instructing Students Who Have Literacy Problems* (6th Edition). Boston, MA: Pearson.
- Reutzel, D., & Cooter Jr, R. B. (2015). Strategies for reading assessment and instruction: Helping every child succeed (5th Ed.). *International Reading Association*.
- Burns, M. K., Riley-Tillman, T. C., & VanDerHeyden, A. M. (2012). RTI Applications, Volume 1: Academic and Behavioral Interventions.

Riley-Tillman, T. C., Burns, M. K., & Gibbons, K. (2013). *RTI Applications, Volume 2: Assessment, Analysis, and Decision Making* (Vol. 2). Guilford Press.

Suggested Resources

Diamond, L., & Thorsnes, B. J. (2008). Assessing reading: Multiple measures for kindergarten through twelfth grade (2nd Ed.). *Consortium on Reading Excellence (NJ3)*.

Harrison, P. L. (2012). *Assessment for intervention: A problem-solving approach*. R. Brown-Chidsey, & K. J. Andren (Eds.). Guilford Press.

Johns, J. (2013). *Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments* (11th Ed.). Kendall Hunt Publishing.

Leslie, L., & Caldwell, J.S. (2010). *Qualitative Reading Inventory* (5th Edition). Boston, MA: Pearson.

Love, N., & Stiles, S.M. & DiRanna, K. (2008). *Data Wise, Revised and Expanded Edition: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Thousand Oaks, CA: Corwin Press.

McEwan-Adkins, E. K. (2010). *40 Reading Intervention Strategies for K-6 Students: Research-based Support for RTI*. Solution Tree Press.

Shanker, J.L., & Cockrum, W. (2013). *Ekwall/Shanker Reading Inventory* (6th Edition). Boston, MA: Pearson.

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

Walpole, S., McKenna, M. C., & Philippakos, Z. A. (2011). *Differentiated reading instruction in grades 4 and 5: Strategies and resources*. New York, NY: Guilford Press.