



Graduate Studies in Education

EDRG 5620 Reading Assessment and Instructional Interventions

Instructor: Cris Labrum	Phone: (435) 790-8668
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Credit Hours: 3	

April 14 - May 19 , 2021 - Wednesday Nights 4:30-8:30

To qualify for credit, Southern Utah University requires that learners must complete 15 hours of contact time per credit hour in any given course.

Each class will meet face to face for 4 hours per week for 6 class meetings totaling 24 hours. Beyond this learners will be assigned tasks which will take a minimum of 21 hours to complete.

Course Description:

This course is designed to assist practicing teachers in the use of literacy assessment in all forms and to learn to provide appropriate literacy instruction to all children driven by such assessment within the context of a Multi-Tiered System of Supports. Emphasis will be placed on understanding effective classroom instructional practices, evidence-based assessments, and applying highly effective literacy instruction strategies.

Purpose:

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. Teachers will also learn procedures for gathering, analyzing, and interpreting data to inform instruction, as well as methods for communicating findings to stakeholders.

This course will also focus on curriculum-based measurement and the assessment/instructional cycle, and how to use assessment data to design and implement instructional interventions to increase students' reading achievement. The four federal assessment categories: screening, progress monitoring, diagnosis, outcomes, as well as assessment instruments within the various

categories will be studied as well as the 3-Tier Model. Instructional procedures will be based on scientifically-based reading research will focus on building students' oral language and background knowledge, teaching alphabet knowledge and phonemic awareness, teaching students to recognize and use common phonics spelling patterns, building vocabulary, increasing fluency, teaching students to apply comprehension strategies, and fostering students' reading engagement. This course is required for the Level I Reading Endorsement.

Course Objectives/Alignment with Standards:

After this course you will be able to:

Objectives	2010 ILA Standards for Reading Professionals
Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing, including adapting instructional materials to meet all learners' needs 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	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 Text(s) and Materials

The text(s) are an integral part of the course. They can be ordered through Amazon.

Reutzel, D., & Cooter Jr, R. B. (2015) Strategies for reading assessment and instruction: Helping every child succeed (5th Ed.) *International Reading Association*

Additional Suggested Text

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

Required Course Topics

1. Formal and Informal Assessments
 - a. Reliability and validity
 - b. High-stakes vs. low-stakes
 - c. Norm-referenced vs. criterion-referenced
 - d. Summative and Formative
 - e. Benefits and limitations
 - f. Reading inventories and authentic assessments (e.g., observation, writing samples)
2. Overview of Multi-Tiered System of Supports (MTSS)
 - a. Framework components
 - b. Overarching principles
 - c. Data-based decision making
3. Use of assessment in a Multi-Tiered System of Supports (MTSS)
 - a. Tier I
 - b. Tier II
 - c. Tier III
4. **Types and uses of assessment tools (formal and informal) and the information provided to inform instructional decisions**
 - a. **Screening**
 - b. **Diagnostic (e.g., Core Phonics Survey, Informal Phonics Inventory)**
 - c. **Progress Monitoring**
 - i. **Rate of Improvement (ROI) or Rate of Change (ROC)**
 - ii. **Using appropriate progress monitoring tool to align with instruction**
 - d. **Outcome Measures**
 - e. **Common Formative Assessments**
5. Evidence-Based and Research-Based Interventions
 - a. Criteria
 - b. Resources to identify
6. **Intervention and instructional strategies**
 - a. **Print concepts**
 - b. **Phonemic awareness**
 - c. **Phonics**
 - d. **Fluency**
 - e. **Vocabulary**
 - f. **Comprehension**
 - g. **Spelling and word identification**
 - h. **Language needs of English Learners**
7. Communication with stakeholders
 - a. Professional Learning Communities
 - b. Parents and other stakeholders
 - c. Teacher to student and student to teacher

Assignments and Activities:

All assignments must be submitted via Canvas.

1. **Weekly Class Reading** (20 points each; 120 points)
Read the assigned chapters for the week and participate in class discussion to respond to the question or complete the task as directed in Canvas.
2. **Professional Reflection** (20 points each; 120 points)
Summarize the class discussion. Choose one topic to reflect and analyze how the topic might be fully implemented and applied in the classroom. Discuss the benefits and challenges of the topic. Complete the task as directed in Canvas
3. **Recognizing and Using Formative Assessments** (50 points)
Pay attention to the Formative Assessments you use during your Reading/Language Arts time to assess student understanding and progress. Write a 1 page paper, single spaced, describing your assessments and how you use that data to drive your instruction.
4. **Critique of Assessment** (50 points)
As a group of 3 or fewer persons, choose a literacy assessment (from the topics list on the preceding page, or from your own experience) to present to the class. Discuss the purposes, procedures, reliability, validity, benefits, and drawbacks of the assessment. Be prepared to answer questions from class members.
5. **Critique of Interventions** (50 points)
As a group of 3 or fewer persons, choose a literacy intervention (from the topics list on the preceding page, or from your own experience) to present to the class. Discuss the purposes, procedures, the research behind it, the effectiveness, the benefits, and drawbacks. Be prepared to answer questions from class members.
6. **Reading Assessment and Intervention Case Study** (100 points)
Identify a student or small group of students that need additional support in reading. Administer screening assessments to gather initial baseline data. Then, administer diagnostic assessments to determine students' instructional strengths and needs. Based on this, provide reading instruction to improve reading achievement and use progress monitoring data to inform and adjust instruction. Describe the assessment data (pre and post), instructional procedures, and recommendations in a written case study.

Course Schedule:

Class	Topics	Assignments
Apr 14	<ul style="list-style-type: none"> ● Introductions ● Course Expectations ● Syllabus Review ● From the list of required topics, we will assign dates to discuss the class topics ● <u>Textbook Ch1</u> Reading Assessments in the Classroom ● <u>Textbook Ch 2</u> Response to Intervention (RtI) Differentiating Reading Instruction for All Readers ● <u>Textbook Ch 3</u> Speaking and Listening 	Weekly Class Reading (20 pts) Professional Reflection (20pts)
Apr 21	<ul style="list-style-type: none"> ● Critique of Assessments Presentations ● <u>Textbook Ch 4</u> Children’s Concepts about Print ● <u>Textbook Ch 5</u> Phonemic Awareness and Alphabetic Principle ● <u>Textbook Ch 6</u> Alphabet Knowledge and Letter Naming 	Weekly Class Reading (20 pts) Professional Reflection (20pts) Critique of Assessments Presentations (50 pts)
Apr 28	<ul style="list-style-type: none"> ● Remaining Critique of Assessments Presentations ● <u>Textbook Ch 7</u> Phonics and Decoding Skills ● <u>Textbook Ch 8</u> Reading Fluency 	Weekly Class Reading (20 pts) Professional Reflection (20pts) Remaining Critique of Assessments Presentations
May 5	<ul style="list-style-type: none"> ● Critique of Interventions Presentations ● <u>Textbook Ch 9</u> Assessment of Children’s Literature Reading ● <u>Textbook Ch 10</u> Strategies for Teaching Literature 	Weekly Class Reading (20 pts) Professional Reflection (20pts) Critique of Interventions Presentations (50 pts)
May 12	<ul style="list-style-type: none"> ● Remaining Critique of Intervention Presentations ● <u>Textbook Ch 11</u> Assessing Students’ Comprehension of Informational Texts ● <u>Textbook Ch 12</u> Strategies for Teaching Informational Texts 	Weekly Class Reading (20 pts) Professional Reflection (20pts) Remaining Critique of Interventions Presentations
May19	<ul style="list-style-type: none"> ● Sharing Formative Assessments ● Sharing Case Studies 	Weekly Class Reading (20 pts) Professional Reflection (20pts) Recognizing and Using Formative Assessments (50pts) Case Study (100 pts)

Grading Scale:

All assignments must be submitted in order to receive a grade. Attendance and participation are essential components of the course. A semester and cumulative GPA of at least 3.0 is required to remain in the program. Percentages for grades are as follows:

100-95 -	A	82-80 -	B-
94-90 -	A-	79-77 -	C+
89-87 -	B+	76-73 -	C
86-83 -	B	72-70 -	C-

Academic Integrity:

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ADA Statement:

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Additional Resources:

- Barr, Rl, Blachowica, C. L. A., Katz, D., & Kaufman, B (2012). *Readingdiagnosis for elementary teachers* (6th Ed.). Boston, MA: Allyn & Bacon.
- 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.
- 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.
- 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 strategies in grades 4 and 5: Strategies and resources*. New York, NY: Guildford Press