



TEXAS A&M UNIVERSITY  
SAN ANTONIO

**EDRG 4331— Reading Assessment and Intervention**  
**Department of Curriculum and Instruction**

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<p><b>Office Hours and Location:</b> By Appointment</p>	<p><b>Course Location &amp; Time:</b> Monday: 5:30-6:45pm Madla 237</p>

**REQUIRED TEXTBOOK:**

- Gillett, J. Temple, C., Temple, C. & Crawford, A. (2017). *Understanding Reading Problems: Assessment and Instruction*, Pearson Education.

**Recommended Course Materials:**

- 3 ring-binder for keeping course materials and handouts; composition notebook & or other means of note-taking
- Regular and reliable access to the internet and ability to print copies for class

**COURSE DESCRIPTION:**

This course focuses on multiple literacy assessments and their use in the classroom setting. Principles of assessment are discussed with a special focus concerning the use of assessment to guide instruction. Also included is differentiated instruction for special populations, language development and reading disabilities.

**TSI Restriction(s):** Reading, Math, and Writing

**Prerequisites:** [EDRG 4389](#)

**MAJOR COURSE COMPONENTS:**

This course focuses on multiple means of assessing literacy development, and how assessment data can be used to guide instruction.

**STANDARDS:****TEXES Generalist Standards and Competencies**

**Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.**

- 1.4k skills for speaking to different audiences for various purposes;
- 1.6k the use of critical listening to analyze and evaluate a speaker's message;
- 1.8k the use of technology in promoting oral communication skills;
- 1.11k how to use instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and questioning) when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.
- 1.5s help students learn how to adapt students' spoken language to various audiences, purposes, and occasions;
- 1.6s help students learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others;

**Standard IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.**

- 4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;
- 4.4k a wide range of student literature and other texts written for students;
- 4.5k the importance of modeling and encouraging reading for pleasure and lifelong learning;
- 4.8k the use of technology in promoting literacy
- 4.8s teach students about authors and their purposes for writing;

**Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.**

- 7.21k literary response and analysis and ways to promote students' development of literary response and analysis
- 7.11s provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;
- 7.12s teach elements of literary analysis, such as story elements and features of different literary genres

**Standard VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.**

- 8.1k predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;
- 8.2k writing processes, including the use of self-assessment in writing;
- 8.3k writing for a variety of audiences, purposes, and settings
- 8.4k the differences between first draft writing and writing for publication;
- 8.5k appropriate instructional strategies and sequences for developing students' writing skills;
- 8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;
- 8.7k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;
- 8.8k the benefits of technology for teaching writing and writing for publication; and
- 8.9k informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.
- 8.1s create an environment in which students are motivated to express ideas in writing;
- 8.2s teach purposeful, meaningful writing in connection with listening, speaking, and reading;
- 8.3s Formally and informally monitor students' writing development and provide focused instruction to address students' individual strengths, needs, and interests;
- 8.4s provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;
- 8.5s provide instruction in the use of available technology that facilitates written communication;
- 8.6s provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;
- 8.7s provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;
- 8.8s communicate with families about students' development of written communication and ways to encourage students' written communication;
- 8.9s communicate with other professionals and continually seek implications for practice from current research about students' development of written communication;
- 9.1k that young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;
- 9.4k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;
- 9.5k formal and informal ways to assess young students' development of writing conventions;
- 9.7k the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing.

**Standard IX: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.**

- 9.1s formally and informally assess young students' development of writing conventions and provide focused instruction based on individual students' strengths, needs, and interests;
- 9.2s provide hands-on activities to help young students develop the fine motor skills necessary for writing;
- 9.3s teach pencil grip, paper position, and beginning stroke
- 9.4s provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);
- 9.6s work with students to select pieces of their work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help students realize that accuracy in conventions is necessary when preparing a piece for publication;
- 9.7s communicate students' performance in the use of writing conventions to families and discuss ways to encourage students' use of writing conventions; and
- 9.8s communicate with other professionals and seek implications for practice from ongoing research about student's development of writing conventions.

**Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.**

10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;  
10.2s analyze students' errors in reading and writing and use them as a basis for future instruction;

**Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.**

11.4k how to use accepted formats for writing research, which includes documenting resources.  
11.6s provide students with opportunities to use accepted formats for writing research, including the documentation of resources.

**Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.**

12.1k characteristics and functions of different types of media (e.g., film, and print);  
12.2k how different types of media influence and inform;  
12.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;  
12.4k procedures for producing visual images, messages, and meanings to communicate with others;  
12.5k instructional practices that promote students' ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;  
12.6k grade-level expectations and procedures for assessing students' skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;  
12.7k how to distinguish between denotative and connotative meanings  
12.1s use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students' needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings;  
12.2s compare and contrast print, visual, and electronic media (e.g., films and written stories);  
12.3s evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;  
12.4s teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;  
12.5s use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;  
12.6s provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;  
12.7s teach students how to select, organize, and produce visuals to complement and extend meanings;  
12.8s provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message;  
12.9s communicate with families/caregivers about students' progress in developing skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings and collaborate with them to promote development in these areas; and  
12.10s collaborate with other professionals and continually seek implications for practice from convergent research about students' development of skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings.

**TAC Code Standard 1:** Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

**TAC Code Standard 2:** Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.



**ASSIGNMENTS:** The following course assignments have been designed to further your knowledge of literacy assessments and intervention. It is my expectation that you will complete these assignments using critical thinking and high-quality work to strengthen your instructional practice.

1. **Cornell Notes (10 pts.)**

As you read each chapter, you will be expected to take Cornell Notes. This will serve two purposes:

1. Ensure and extend your learning as you read the content.
2. To spark discussions during lectures.

Cornell Notes are intended to help the reader be an active participant in the reading process. You will generate your own:

- a. Essential question
- b. Questions as you read on the left side
- c. Reflections/notes to the questions you asked on the right side
- d. Generate a quick summary of the reading

2. **Case Study (25 pts)**

Select **ONE** student between Kinder-8th grade to complete a series of reading assessments.

- e. Reading Interest Survey (you will only choose one to administer, depending on age of student)
  - i. Garfield Reading Attitudes Survey – appropriate for younger elementary students
  - ii. Motivation to Read Profile – 2<sup>nd</sup>-6<sup>th</sup> grade; only 1<sup>st</sup> 20 questions, narrative portion optional
  - iii. Burke Reading Interview – 2<sup>nd</sup> grade and up
  - iv. Reading Interest Survey- Hildebrandt - upper elementary (4th/5th grade) or middle school student
- f. Quick Phonics Screener
- g. Informal Reading Inventory (IRI) (EITHER Jennings or Bader)

The assessments you will administer will be located in a folder on Bb. After completing the assessments, you will analyze the data and write your findings in a 2-3 page paper. An outline can be found in Bb.

3. **Lesson Plan (20 pts)**

**Using the data from the case study**, you will develop an intervention lesson for this “group.” The lesson should be tailored to the skill(s) the students need. The lesson snapshot has to be original and must be creative and engaging. A lesson plan template will be provided, but you do not have to use this template.

Additionally, you present the intervention lesson you created to the class. We will act as your group of students. The lesson should be presented in 8-10 minutes.

Scoring rubric will be posted on Blackboard.

4. **Assessment Toolkit (15 pts)**

For each component of reading (phonemic awareness, phonics, fluency, comprehension, spelling, and writing), you will research and find assessments that would help you as a teacher assess these different components. You will need to find two different assessments for each component. This will be a digital resource, therefore you will organize the assessments in livebinder:

<https://www.livebinders.com/welcome/>

When you submit your livebinder, you will simply share the link and the code in the submission forum in blackboard.

5. **Assessments (15 pts. each; 30 pts. total)**

Two assessments will be given during the semester. The tests will cover content from the weekly readings and class lectures.

## Competencies

### PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

**Standard I.** \* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

**Standard II.** \* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

**Standard III.** \* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

**Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

## COURSE POLICIES

### ATTENDANCE:

You are expected to show up to class on time and once in class to conduct yourself in a professional manner. Class attendance will be checked during every class session. It is the responsibility of the student to ensure that his/her presence has been noted. Punctuality is expected as part of professional responsibility and courtesy. Arriving late and/or leaving early in a class period is considered unprofessional. Arriving more than 15 minutes late (or leaving early) in a class period is considered a tardy, and 2 tardies equal 1 absence.

**Cell Phones are to be silenced during class time and exams. There is no texting, internet browsing or using email during class.**

Going to college is a commitment, just like a job. On a job, employees often have “no excuses asked” leave days. *You have 2 “leave days,” with no excuses asked for in this course. I do not need to be notified that you are missing class unless it is a university-authorized absence.*

- More than *TWO* absences will result in a loss of points. A *one-point reduction in the final grade is incurred* for each absence beyond the one absence allowed.

University regulations authorize absences of students when representing the University (e.g. at athletic, student government, student development, or fine arts events). Other authorized absences are those that may be necessary to fulfill course requirements. A student is held responsible for all class assignments.

#### LATE WORK POLICY:

Completing all work on time is crucial to keeping up with the content. The course requirements and due dates are provided to you on the first day of class. Please be sure to keep track of the due dates and stay on top of your work. **No late work will be accepted after the due date.**

I understand that emergencies or crisis situations cause a student to miss a deadline. If such an emergency arises, it is the student's responsibility to contact me as soon as possible, alerting me to the situation.

#### ASSIGNMENT SUBMISSION IN BLACKBOARD:

All assignments must be neatly typed (unless indicated that handwriting is acceptable) and submitted in Blackboard by the due dates indicated in the Bb module. All TAMU-SA students receive access to Microsoft 365 as part of tuition. Please contact IT if you have questions about the software available to you. (210) 784-4357 or [HelpDesk@tamusa.edu](mailto:HelpDesk@tamusa.edu) If you do not understand how to submit an assignment in Blackboard, please find out during the first week of class (Blackboard Student Help Link: [Submit Assignments](#))

All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.

**TECHNICAL DIFFICULTIES:** Technical difficulties will **not** be accepted as a reason for late assignment submission. Begin your assignments early and visit our on-campus computer lab for assistance. If a help desk ticket was created PRIOR to 24 hours before the assignment due date, please attach the documentation to your assignment.

All assignments and assessments will be explained throughout the semester and will have corresponding written explanations and descriptions, and/or grading rubrics provided in Blackboard.

#### COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

**E-MAIL:** All email correspondence for this course will be via your Jaguar email account. Remember to check your TAMUSA email account at least weekly. Important class and university information will be sent through this account.