

**Texas A&M University – San Antonio**  
**College of Education & Human Development**  
**Department of Curriculum & Instruction**

EDRG 5355 Literacy Assessment and Intervention

**A. MAJOR COURSE REQUIRMENTS:**

<b>Assignment</b>	<b>Standards</b>
Literacy Assessments	I, II, III
Assessment Report and Case Study	I, II, III
Assessment Toolkit of Resources	I, II, III
Assessment Strategy	I, II, III
Assessment PD with Teachers at a Campus	I, II, III
Assessment Resources Analysis	I, II, III
Article Critiques	I, II, III
Data and Grouping Practices TAC 228.57 (c)(7) Code of Ethics & Appropriate Boundaries Scenarios	I, II, III

**B. READING SPECIALIST STANDARDS**

<p><b>Standard I:</b> The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.            1.1k—1.28k and 1.1s—1.33s      <b>Components of Reading</b></p>
<p><b>Standard II:</b> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.            2.1k—2.20k and 2.1s—2.17s      <b>Assessment and Instruction</b></p>
<p><b>Standard III:</b> The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.            3.1k—3.11k and 3.1s—3.10s      <b>Strengths and Needs of Individual Students</b></p>
<p><b>Standard IV:</b> Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational</p>

stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

4.1k-4.12k and 4.1s-4.18s **Professional Knowledge and Leadership**

### **C. LEARNING OBJECTIVES:**

- Explain and evaluate different assessments and their purposes
- Conduct various assessments
- Prepare appropriate lessons for students on the assessment findings

### **D. LECTURE & DISCUSSION TOPICS:**

- Reading Assessment
- Scientifically Based Reading Research
- IQ, Reading Difficulties and Reading Disabilities
- Response to Intervention
- Background Information
- Formal Assessment
- Informal Assessment
- Attitude/Interest Surveys
  - ii. Observations / Anecdotal Records
  - iii. Portfolios
  - iv. Informal Reading Inventories
  - v. Running Records
  - vi. Conferencing
  - vii. Analyzing Writing
- Disaggregating Data
  - Data & Grouping Practices
- TAC 228.57 (c)(7)Code of Ethics & Appropriate Boundaries
- Progress Monitoring
- Intervention Strategies

### **E. REQUIRED READINGS:**

Readings posted in Blackboard