



TEXAS A&M UNIVERSITY  
SAN ANTONIO

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

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

**REQUIRED TEXTBOOK:**

- No required textbook; videos & articles as assigned

**Recommended Course Materials:**

- Binder for keeping course materials, handouts and class notes
- 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 ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

**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.

**Standard II. Phonological and Phonemic Awareness:** Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

**Standard III. Alphabetic Principle:** Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

**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.

**Standard V. Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

**Standard VI. Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

**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.

**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.

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

**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.

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

### 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.

## GRADING POLICIES

| Assignments                        | Accompanying Standard | Points |
|------------------------------------|-----------------------|--------|
| Attendance & Participation         | Standards II - X      | 20     |
| Case Study                         | Standards II - X      | 20     |
| Intervention Lesson Plan           | Standard X            | 15     |
| Assessment Toolkit<br>(LiveBinder) | Standard X            | 15     |
| Quiz #1                            | Standards II - X      | 15     |
| Quiz #2                            | Standards II - X      | 15     |
| TOTAL                              |                       | 100    |

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

| Letter Grade | Range      | Grade Points |
|--------------|------------|--------------|
| <b>A</b>     | 90-100     | 4.0          |
| <b>B</b>     | 80-89      | 3.0          |
| <b>C</b>     | 70-79      | 2.0          |
| <b>D</b>     | 60-69      | 1.0          |
| <b>F</b>     | 59 & Below | 0.0          |

### Grading Scale

|   |   |              |                    |
|---|---|--------------|--------------------|
| ✓ | A | 90 or above  | 500-450 points = A |
| ✓ | B | < 90% to 80% | 449-400 points = B |
| ✓ | C | < 80% to 70% | 399-350 points = C |
| ✓ | D | < 70% to 60% | 349-300 points = D |
| ✓ | F | < 60%        | 299 and below = F  |

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

1. **Attendance & Participation (20 pts.)**

Attend class and actively participate. You are expected to:

1. read all assigned articles and watch all assigned videos and recorded lectures PRIOR to class.
2. attend all classes prepared to discuss the assigned readings and videos

2. **Case Study (20 pts)**

Select **ONE** student between Kinder-5th grade to complete a series of reading assessments.

- a. Reading Interest Survey
- b. Words Their Way Spelling Inventory
- c. Quick Phonics Screener (QPS)
- d. Oral Reading Fluency (ORF)

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 (15 pts)**

**Using the data from the case study**, you will develop an intervention lesson.

The lesson should be tailored to the skill(s) the student needs. The lesson snapshot must be original and follow systematic, explicit instructional practices. 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. The lesson should be presented in 6-8 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 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.

## COURSE POLICIES

### ATTENDANCE:

#### Attendance and Participation Policy

##### Attendance (10 points total):

Regular attendance is essential for your success in this course. You will earn **1 point for each class day attended**, for a total of 12 points (2 bonus points for perfect attendance). To receive credit for attendance, you must be present for the entire class session. Arriving more than 10 minutes late or leaving early may result in a loss of attendance credit for that day.

##### Participation (10 points total):

Active participation is expected and valued in this course. You can earn up to **10 points** for participation, which will be based on the following criteria:

- Contributing thoughtfully to class discussions and activities
- Engaging respectfully with peers and the instructor
- Completing in-class assignments and group work
- Demonstrating preparedness by bringing required materials and completing readings

Participation points will be awarded throughout the semester based on the quality and consistency of your engagement.

If you have questions about your attendance or participation standing at any point during the course, please reach out to the instructor.

**Cell Phones are to be silenced during class time and exams. There is no texting, internet browsing or using email during class. If an emergency arises and you need to take a call, please step out of the room and return as soon as possible.**

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.

This course schedule is designed to serve as an aide to help you, as a student, keep up with due dates, expectations, and important information. This schedule is **subject to change** based on class performance and mastery of content. The most current syllabus will be posted in Blackboard, and any changes will be announced in Announcements.

## Course Schedule & Calendar of Assignments EDRG 4331

(Schedule is subject to change. Check Blackboard for updates.)

| Date                       | Topic   | Readings & Assignments  | Standards Alignment |
|----------------------------|---|---|---------------------|
| Week 1<br>8/25/25          | <b>Introduction to Literacy Assessment &amp; Instruction</b> <ul style="list-style-type: none"> <li>Syllabus Overview</li> <li>Simple View of Reading</li> </ul> <b>Course Expectations</b> | <b>For 9/8/25:</b> <ul style="list-style-type: none"> <li>Read <a href="#">Article: What are the Five Pillars of Literacy?</a></li> <li>Watch <a href="#">Video: The Simple View of Reading</a></li> <li>Watch Week 2 recorded class lecture (will be posted on Blackboard on 9/2)</li> </ul>   | IV, X               |
| 9/1/25 - Labor Day Holiday |   |   |                     |
| Week 2<br>9/8/25           | <b>Types of Literacy Assessments</b><br><br>(Asynchronous - We will not meet in person this week. Watch the recorded class lecture instead.)  | <b>For 9/15/25:</b><br>Read: <ul style="list-style-type: none"> <li><a href="#">Article: Formative and Summative Assessments</a></li> <li><a href="#">Article: MTSS (screening &amp; progress monitoring)</a></li> <li><a href="#">Typical Reading Development</a></li> <li> <a href="#">How Children Learn to Read Words - Ehri's Phases.pdf</a></li> </ul> | X                   |
| Week 3<br>9/15/25          | <b>Understand How Literacy Skills Develop</b><br><br>Bring a laptop to set-up your LiveBinder   | <b>For 9/22/25:</b> <ul style="list-style-type: none"> <li>Read &amp; Watch (embedded video links) <a href="#">Phonological and Phonemic Awareness: Introduction   Reading Rockets</a></li> <li>Read <a href="#">Put Reading First - Phonemic Awareness Instruction</a> pp 1-9</li> <li>Watch Week 4 flipped lecture</li> </ul>   | IV                  |
| Week 4<br>9/22/25          | <b>Assessing Phonemic Awareness</b>   | <b>For 9/29/25:</b><br>Read: <ul style="list-style-type: none"> <li><a href="#">Phonics: Introduction   Reading Rockets</a></li> <li><a href="#">Put Reading First - Phonics Instruction</a> pp 11-17</li> <li>Watch Week 5 flipped lecture</li> </ul>  | II                  |
| Week 5<br>9/29/25          | <b>Assessing Phonics and Alphabet Knowledge</b>   | <b>For 10/6/25:</b><br>Read: <ul style="list-style-type: none"> <li> <a href="#">TG_WTW_WordStudy.pdf</a></li> <li><a href="#">Spelling: Introduction   Reading Rockets</a></li> <li><a href="#">Spelling: In Depth   Reading Rockets</a></li> <li>Watch Week 6 flipped lecture</li> </ul>   | III, V              |

|                     |   |  |          |
|---------------------|---|--|----------|
| Week 6<br>10/6/25   | Assessing Spelling  | <b>QUIZ #1</b><br><br>For 10/13/25:<br>Read: <ul style="list-style-type: none"> <li>• <a href="#">Developing Fluent Readers   Reading Rockets</a></li> <li>• <a href="#">Understanding and Assessing Fluency Reading Rockets</a></li> <li>• <a href="#">Screening, Diagnosing, and Progress Monitoring for Fluency: The Details   Reading Rockets</a></li> <li>• Watch Week 7 flipped lecture</li> </ul> | VIII, IX |
| Week 7<br>10/13/25  | Assessing Fluency   | For 10/20/25:<br>Read: <ul style="list-style-type: none"> <li>• <a href="#">Put Reading First - Vocabulary Instruction</a> pp 29-39</li> <li>• <a href="#">Put Reading First - Text Comprehension Instruction</a> pp 41-48</li> <li>• Watch Week 8 flipped lecture</li> </ul>  | VI       |
| Week 8<br>10/20/25  | Assessing Vocabulary and Comprehension  | For 10/27/25:<br>Read: <ul style="list-style-type: none"> <li>• <a href="#">Writing: Introduction   Reading Rockets</a></li> <li>• <a href="#">Writing: In Depth   Reading Rockets</a></li> <li>• Watch Week 9 flipped lecture</li> </ul>  | VII      |
| Week 9<br>10/27/25  | Assessing Written Composition   | <b>CASE STUDY DUE - 11/2/25 11:59pm</b><br><br>For 11/3/25: <ul style="list-style-type: none"> <li>• Read <a href="#">DITC-Handbook.pdf</a> pp 3-5; 11-14</li> <li>• Watch Week 10 flipped lecture</li> </ul>  | IV, X    |
| Week 10<br>11/3/25  | Understanding Struggling Readers and Characteristics of Dyslexia                  | <b>ASSESSMENT TOOLKIT DUE - 11/9/25 11:59pm</b><br><br>For 11/10/25: <ul style="list-style-type: none"> <li>• Read <a href="#">Multi-tiered System of Supports (MTSS)   Texas Education Agency</a></li> <li>• Watch Week 11 flipped lecture</li> </ul>   | IV, X    |
| Week 11<br>11/10/25 | Multi-Tier Systems of Support (MTSS) and Characteristics of Effective Instruction | <b>LESSON PLAN DUE - 11/16/25 11:59pm</b><br><br>For 11/17/25: <ul style="list-style-type: none"> <li>• Read <a href="#">A Practical Guide to Planning for Intentional Differentiation   Edutopia</a></li> <li>• Watch Week 12 flipped lecture</li> </ul>  | IV, X    |
| Week 12<br>11/17/25 | Differentiation and Planning for Instruction                                      | For 12/1/25: <ul style="list-style-type: none"> <li>• Review <a href="#">Assessment Terms Used in Reading.pdf</a></li> </ul>   | X        |



|                     |  |                         |       |
|---------------------|--|-------------------------|-------|
| Week 13<br>11/24/25 | <b>Bringing it Altogether</b><br><br>(Asynchronous - We will not meet in person this week) | <b>QUIZ #2 - ONLINE</b> | IV, X |
| Week 13<br>12/1/25  | <b>Lesson Plan Presentations</b>   | <b>Last Class Day</b>   | IV, X |
| Week 14<br>12/8/25  | We will not meet this week, and there is no final exam for this class.                     | <b>Final Exam Week</b>  | N/A   |