



**Texas A&M University San Antonio**  
**College of Education and Human Development**  
**Department of Curriculum & Instruction**  
**EDRG 4331 Course Syllabus**  
**Spring 2024**

<b>EDRG 4331</b>	<b>Reading Assessment &amp; Intervention (3 hours)</b>
<b>Helen White, M.Ed.</b>  <b>hwhite@tamusa.edu</b>	<u><b>Meeting Time &amp; Location</b></u> <b>Monday: 5:30-6:45pm</b> <b>Madla 206</b>
<u><b>Course Website</b></u> <b>tamusa.blackboard.com</b>	<b>Office Hours:</b> <b>Thursday: 6:00-7:00pm</b> <b>(with prior notice)</b> <b>or</b> <b>By Appointment</b>

**Communication:** All emails will be sent to your Jaguar email address. Announcements made in Blackboard will automatically be sent to your Jaguar email address as well. Please allow 48 hours (Monday-Friday, 8:00am–5:00pm) for emails to be returned. I do not check emails on the weekends or over holidays. Please plan ahead to avoid last minute emails which may not be received in time.

**Catalog Description:** This capstone 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. **Prerequisite:** EDRG 4389.

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

**Credit Hours:** Three (3) undergraduate

<b>Class Time and Location:</b>
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| <ul style="list-style-type: none"> <li>● Monday: 5:30-6:45pm This is a hybrid course. We will meet face-to-face for lecture, but you will also be responsible for participating on Blackboard, reading outside material, and working on assignments outside of class.</li> <li>● Madla 206</li> </ul> |
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**Required Materials:**

1. Gillett, J. Temple, C., Temple, C.& Crawford, A. (2017). *Understanding Reading Problems: Assessment and Instruction*, Pearson Education.
2. Composition notebook & or other means of note-taking

**Student Learner Outcomes (SLO):** Upon completion of this course students will be able to:

**As set by:** Statutory Authority: The provisions of this §235.101 issued under Texas Education Code, §§21.003(a), 21.031, 21.041(b)(1), (2), and (4), and 21.048(a-2). Source: The provisions of this §235.101 adopted to be effective October 15, 2020, 45 TexReg 7261

**§235.101. Science of Teaching Reading Standards.**

(a) Science of Teaching Reading (STR) Standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all early learners and address vertical alignment. Candidates in the following categories of classroom teachers will be assessed by the STR standards:

- (1) Early Childhood: Prekindergarten-Grade 3;
- (2) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;
- (3) Core Subjects with Science of Teaching Reading: Grades 4-8;
- (4) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8
- (5) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.

(b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:

- (1) oral language development;
- (2) print awareness and alphabet knowledge;
- (3) phonological and phonemic awareness;
- (4) phonics (decoding and encoding);
- (5) reading fluency;



- (6) vocabulary development;
  - (7) syllabication and morphemic analysis;
  - (8) comprehension of literary text;
  - (9) comprehension of informational text; and
  - (10) beginning strategies and reading comprehension skills.
- (c) Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:
- (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);
  - (2) implementing both formal and informal methods of measuring student progress in early reading development;
  - (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
  - (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners

Teacher candidates in initial programs must be prepared to teach Texas Essential Knowledge and Skills (TEKS). Teacher candidates in initial programs must demonstrate competence in teaching the TEKS appropriate to their area of certification. Assignments that require teacher candidates to use the TEKS will include the links to the TEKS via <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

Teacher candidates understand the Science of Teaching Reading and can assess its components. These skills and knowledge can be found in detail at:

[https://www.tx.nesinc.com/content/docs/TX293\\_SciOfTeachingReading\\_PrepManual.pdf](https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PrepManual.pdf);



**Evaluation and Grading**

Note: Dates are tentative and subject to change; check Blackboard frequently. This class is graded on a 100-point scale.

Assignment	Points	Percentage
Cornell Notes	10	10%
Case Study	25	25%
Intervention Lesson Plan	20	20%
Assessment Toolkit	15	15%
Assessments	15 pts. x 2 = 30 pts. total	30%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

Active Attendance and Participation are **REQUIRED**.

**Grade Scale:**

A = 90-100    B = 80-89    C = 70-79    D = 60-69    F = <60

**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 your 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.



- a. 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 - upper elementary (4th/5th grade) or middle school student
- b. Quick Phonics Screener
- c. Informal Reading Inventory (IRI)

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 15-20 minutes. See rubric for grading.

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.

**Important Dates:**

January 18	First day of class
March 11-17	Spring Break – No classes
March 29	Study Day – No classes
April 13	Last day to drop with an automatic “W”
April 20	Last day to drop a course or withdraw from the University
April 29	Last day of classes
April 30	Study Day – No classes



May 1-7

Final exams

*The complete academic calendar is available online:*

<https://www.tamusa.edu/academics/academic-calendar/index.html>

## **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.

### **GENERALIST**

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

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

**Standard III.** Alphabetic Principle: Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children 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 children 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 children's literacy.

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

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

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

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



#### ENGLISH LANGUAGE ARTS 4-8

**Standard I.** Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

**Standard II.** Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

**Standard III.** Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

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

#### SPECIAL EDUCATION EC-12

**Standard VI.** The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

**Standard X.** The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

**Standard XI.** The special education teacher promotes students' performance in English language arts and reading



## Course Schedule: Spring 2024

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. Any changes will be announced via Blackboard Announcements. In general, flipped learning videos (if any) will be sent out on Thursdays, your Cornell Notes should be posted by Saturdays, and responses to peers completed by Sundays.

Module	In Class - Lecture Topic	Readings, Assignments & Due Dates
<b>Module 1</b>	<b>01/22/2024 (wk 1)</b>  Introductions Expectations Syllabus Review	Read Chapter 1 and take Cornell Notes.  <b>DUE:</b> Upload notes to Discussion Board (due 1/27 @ 11:59pm) Respond to <b>two</b> peers (due 1/28 @ 11:59pm)
<b>Module 1</b>  Bring a laptop to set-up your LiveBinder.	<b>01/29/2024 (wk 2)</b> <b>Ch. 1 Lecture</b>  Understand the different stages of reading and why reading ability matters.  Learn the reason why we assess students in reading and writing.	Read Chapter 10 and take Cornell Notes. Watch Week 3; Ch. 10 Lecture Video.  <b>DUE:</b> Upload notes to Discussion Board (due 2/3 @ 11:59pm) Respond to <b>two</b> peers (due 2/4 @ 11:59pm)
<b>Module 1</b>	<b>02/5/2024 (wk 3)</b> <b>Ch.10 Lecture (Flipped); in class application</b>  Understand & define basic characteristics of reliable & valid assessments.  Learn the difference between norm-referenced and criterion-referenced tests.	Read Chapter 6 and take Cornell Notes. Watch Week 4; Ch. 6 Lecture Video.  <b>DUE:</b> Upload notes to Discussion Board (due 2/10 @ 11:59pm) Respond to <b>two</b> peers (due 2/11 @ 11:59pm)
<b>Module 1</b>  Informal Assessments	<b>02/12/2024 (wk 4)</b> <b>Ch. 6 Lecture (Flipped); in class application</b>  Understand informal reading	Read Chapters 3 & 4 and take Cornell Notes. Watch Week 5; Ch. 3 & 4 Lecture Video.  <b>DUE:</b> Upload notes to Discussion board (due 2/17 @ 11:59pm)





<p>of Reading and Reading Levels</p>	<p>assessments and how &amp; why they are used.</p> <ol style="list-style-type: none"> <li>1. What are informal reading assessments?</li> <li>2. Administering informal reading assessments</li> <li>3. Scoring &amp; interpreting reading assessments</li> <li>4. Student reading levels</li> <li>5. Quick Phonics Screener</li> </ol>	<p>Respond to <b>two</b> peers by (due 2/18 @ 11:59pm)</p>
<p><b>Module 1</b></p>	<p><b>02/19/2024 (wk 5)            Ch. 3 &amp; 4 Lecture (Flipped); in class application</b></p> <p>Understand readers and writers in the Beginning and Fledgling stages.</p> <p>Become aware of the components, how to assess and instruct students at this level.</p>	<p>Read Chapter 5 and take Cornell Notes.            Watch Week 6; Ch. 5 Lecture Video.</p> <p><b>DUE:</b>            Upload notes to Discussion board (due 2/24 @ 11:59pm)            Respond to <b>two</b> peers (due 2/25 @ 11:59pm)</p>
<p><b>Module 1</b></p>	<p><b>02/26/2024 (wk 6)            Ch.5 Lecture (Flipped)</b></p> <p>Understand the development of word knowledge and how to extend the knowledge of developing readers in the areas of:</p> <ul style="list-style-type: none"> <li>● Phonics</li> <li>● Vocabulary (sight &amp; readers)</li> <li>● Fluency</li> <li>● Comprehension (reading &amp; oral)</li> </ul>	<p><b>Class will not meet this day. Use the time to work on your toolkit, and study for the test (chapters 1, 10, 3, 4, 5 &amp; 6 + class notes). Bring any questions next week!</b></p> <p><b>Build your toolkit by selecting these assessments:</b></p> <ul style="list-style-type: none"> <li>● Alphabet</li> <li>● Phonics</li> <li>● Fluency</li> <li>● Comprehension</li> </ul>
<p><b>Module 2</b></p>	<p><b>03/4/2024 (wk 7)            Ch.5 application &amp; practice</b></p> <p>Understand the development of word knowledge and how to</p>	<p>Read Chapter 7 and take Cornell Notes.            Watch Week 8; Ch. 7 Lecture Video.</p> <p><b>DUE:</b>            Upload notes to Discussion board (due 3/16 @ 11:59pm)</p>



	<p>extend the knowledge of developing readers in the areas of:</p> <ul style="list-style-type: none"><li>● Phonics</li><li>● Vocabulary (sight &amp; readers)</li><li>● Fluency</li><li>● Comprehension (reading &amp; oral)</li></ul>	<p>Respond to <b>two</b> peers (due 3/17 @ 11:59pm)</p> <p><b>Work on your literacy toolkit; be sure to have 2 different assessments for:</b></p> <ul style="list-style-type: none"><li>● Phonemic Awareness</li><li>● Phonics</li><li>● Fluency</li><li>● Comprehension</li></ul> <p><b>You do not have to find assessments for spelling or writing...YET.</b></p> <p><b>Assessment 1 Due:</b> <b>Saturday, March 9th @ 11:59pm</b></p>
<b>Spring Break - March 11-17</b>		
<b>Module 2</b>	<p><b>03/18/2024 (week 8)</b> <b>Ch. 7 Lecture (Flipped); in class application</b></p> <p>Understand struggling readers and writers in the older grades</p> <p>Learn to implement reading and writing strategies to increase literacy abilities.</p> <p>Practice administering and scoring different types of informal reading assessments.</p>	<p>Read Chapter 2 and take Cornell Notes. <i>(You may have flipped lecture video to watch.)</i></p> <p><b>DUE:</b> Upload notes to Discussion board (due 3/23 @ 11:59pm) Respond to <b>two</b> peers (due 3/24 @ 11:59pm)</p>
<b>Module 2</b>	<p><b>03/25/2024 (wk 9)</b> <b>Ch.2 Lecture</b></p> <p>Understand what Response to Intervention (RTI) is, and why it is important to struggling readers.</p>	<p>Read Chapter 8 and take Cornell Notes. <i>(You may have flipped lecture video to watch.)</i></p> <p><b>DUE:</b> Upload notes to Discussion board (due 3/30 @ 11:59pm) Respond to <b>two</b> peers (due 3/31 @ 11:59pm)</p>
<b>Module 2</b>	<p><b>04/01/2024 (wk 10)</b> <b>Ch.8 Lecture</b></p> <p>Understand the different stages of spelling, and how to assess,</p>	<p>Read Chapter 9 and take Cornell Notes. <i>(You may have flipped lecture video to watch.)</i></p> <p><b>DUE:</b> Upload notes to Discussion board (due 4/6 @ 11:59pm)</p>



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	document and teach spelling and writing.	Respond to <b>two</b> peers (due 4/7 @ 11:59pm)  <b>Case study DUE:</b> <b>Sunday, April 7th @ 11:59pm</b>  <b>Add to your toolkit by selecting these assessments:</b> <ul style="list-style-type: none"><li>• Spelling</li><li>• Writing (rubrics are acceptable)</li></ul>
<b>Module 2</b>	<b>04/08/2024</b> <b>Ch.9 Lecture</b>  Learn how to use the diversity in the classroom to maximize the learning students gain in literacy.	Read Chapter 11 and take Cornell Notes. <i>(You may have flipped lecture video to watch.)</i>  <b>DUE:</b> Upload notes to Discussion board (due 4/13 @ 11:59pm) Respond to <b>two</b> peers (due 4/14 @ 11:59pm)
<b>Module 2</b>	<b>04/15/2024</b> <b>Ch.11 Lecture</b> Become familiar with students who struggle with reading problems.  Understand the different factors that contribute to reading problems.	<b>Work on Lesson Plan!</b>  <b>Assessment 2 DUE:</b> <b>Saturday, April 20th @ 11:59pm</b>  <b>Toolkit DUE:</b> <b>Sunday, April 21st @ 11:59pm</b>
<b>Module 2</b>	<b>04/22/2024</b>  <b>Student Work Day - No Class</b> <b>Finalize Lesson Plan</b>	<b>Lesson Plan Due:</b> <b>Sunday, April 28th @ 11:59pm</b>
<b>Class will meet from 5:30-7:30pm on this day.</b>	<b>04/29/2024</b>  <b>Lesson Plan Presentations</b>	
	<b>05/6/2024</b>  <b>Lesson Plan Presentations &amp; Individual Student Meetings (as needed)</b>	