

TEXAS A&M UNIVERSITY-SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF CURRICULUM AND INSTRUCTION

EDRG 4331 Reading Assessment and Intervention

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

Understand principals of assessment and how multiple literacy assessments can be used to guide instruction.

Administer various types of literacy assessments to inform differentiated instruction for learners.

Develop a case study including a series of administered reading assessments, analyze data, and write your findings.

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.

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;

Required Textbook:

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

Evaluation and Grading: Note: Dates are tentative and subject to change. Check Blackboard regularly for announcements and updates.

Assignments	Accompanying Standards	Points
Blackboard discussions	STR A-C, PPR I,II, III, IV	10 pts
Cornell Notes	STR A-C, PPR I,II, III, IV	10pts
Case Study	STR A-C, PPR I,II, III, IV	20pts
High Stakes Position Paper/Art/Video (Final project)	STR A-C, PPR I,II, III, IV	30 pts
Quizzes (2 total at 15 points each)	STR A-C, PPR I,II, III, IV	30 pts

Active Attendance and Participation are **REQUIRED**.

Grade Scale:

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

Lecture or Discussion Topics

Topics

1. Reading and Its Assessment
2. Response to Intervention (RTI)
3. Assessing and Teaching All Readers and Writers
4. Informal Assessments of Reading and Reading Levels
5. Assessing and Teaching Spelling and Writing
6. Formal Measures
7. Factors Related to Reading Problems