**EDRE 4850: ASSESSMENT AND EVALUATION OF READING**

**INSTRUCTOR:** Dr. Angela Randall

**OFFICE:** 204 H

**EMAIL ADDRESS:** angela.randall@unt.edu

**VIRTUAL OFFICE HOURS:** Tuesday from 12:30-1:30 except on days we meet on Zoom. On these days I am available to meet after class. You can also set up other dates and times to meet with me via Zoom.

**CLASS MEETING/SECTIONS:**

EDRE 4850 12:30-1:50 T/TH Remote

**Zoom Meeting Dates**: Tuesday: January 19, January 26, February 16, and March 23

**No Required Texts for Spring 2021**

For Spring 2021 I have made copies of what we will use in the DeVries text. The book is on reserve in the library, but I am unsure of your ability to access it so this semester I have included the pages you would need from the book. This is an excellent book to have in your library as your future teacher, but you do not need to buy it for Spring 2021. Last Fall 2019, I found out I was able to make copies of the assessments from the Johns textbook and put-on Canvas, so you do not need to purchase that one either.

DeVries, B. A. (2019) 5th Edition.  Literacy assessment and intervention for classroom teachers.  Scottsdale, AZ: Holcomb Hathaway Publishers.

Johns, J. L. (2012). Basic Reading Inventory (12th ed.). Dubuque, IA: Kendall Hunt Publishing. (**This is a big book and a small spiral book)**

Texas Essential Knowledge and Skills for English Language Arts and Reading (available at [www.tea.state.tx.us](http://www.tea.state.tx.us)).

**CANVAS:** This class uses Canvas. Assessments and important information for class will be found here.

**E-mail:** email me from your UNT email account to this address [angela.randall@unt.edu](mailto:angela.randall@unt.edu)

Always use your UNT email and not google etc.

**CATALOG COURSE DESCRIPTION**:

Examines a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the focus is on non-intrusive, naturalistic procedures. Observations are required. Prerequisite(s): EDRE 4450 or equivalent.

**PURPOSE AND RATIONALE:**

Given the current controversies about effective literacy instruction and teacher accountability, it is imperative that pre-service teachers understand their responsibility to be able to properly assess and evaluate students’ reading and writing competencies. Classroom teachers are expected to administer and interpret evaluation tools. In addition, they are expected to use the collected data to customize instruction to facilitate student progress. Despite concern about these issues in public and professional circles, there is a great deal of research-based information and myriad instruments that enable educators to assess and evaluate student’s literacy behaviors. This course will enable students to increase their awareness and understanding of informal and formal assessment and evaluation measures and to explore ways to incorporate this knowledge into their developing professional repertoires.

**Student Services:**

**Food/Housing Insecurity:**Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://deanofstudents.unt.edu/resources/food-pantry>

**Title IX Services:** Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs: <http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648.

**University Mental Health Services:** I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

**Late Work Policy:** Assignments must be completed and turned in **ON TIME** to receive full credit unless other arrangements have been made with the instructor **PRIOR TO** the due date. Late assignments will result in a loss of points. Please note that a grade of "A" cannot be earned for the course if any assignment remains un-submitted at the end of the semester. Late work that is not turned in on time may only be worth up to ½ credit and must be turned in within a week. Late work that is not turned in by this time frame will be a zero. However, many of the assignments must still be done to do the final project so even if you score a zero it is still required for the final project.

**Course Assignments**:

**Assessments**: There are 10 assessments you will be doing with your student: Personal Interest Survey, Reading Attitude Survey, BRI Word List, Narrative Passages, Expository Passages, Print Concepts, Reading Fluency, Spelling Assessment, Writing Attitude Survey and Writing Sample Assessment. All of the assessments used for this class will be available on CANVAS. Assessments are due on the assigned due date. There is plenty of time from when I teach the assessment to turning it in.

**Student Literacy Profile (SLP)**: NOTE: Students usually meet with a student face to face to do the required assessments but for spring 2021 you have 2 options: 1. Face to face or 2. Facetime/Skype or another means that allow you to see the students you are assessing.

Students will identify a child in 1st, 2nd, 3rd, 4th, 5th or 6th grade to work with for your assessment sessions. **You will need to find your own student to work with as we do not place you with a student for this class.** You can use a sibling, cousin, niece, nephew, relative, own child, friend’s child etc. During these sessions, students will administer a variety of assessments and evaluation tools. Students will summarize their assessment sessions, interpret the collected data, and develop instructional recommendations. Evidence of these tasks will be assembled in your key assignment: Student Literacy profile-SLP.

**Reflections:** There are 5 Reflections which you will write that go with specific assessments and are turned in together. These have a specific format which you must use. You can find this in CANVAS under the Reflection tab. More details will be found in Canvas and either through a video or possibly a zoom session.

**Llama Llama Red Pajama**: Listen to the story read by the author Anna Dewdney and then listen to the story sung by Ludacris. Write your thoughts on each dividing it into 2 separate paragraphs. 1 paragraph for each of the 2 story mediums- read aloud and song

**Short Story**: Listen to the story and write your own short story based on the book.

**Reading Activity/Assessment Presentation 2 parts: Part 1:** Individual **Part 2:** Presentation which will be due in place of a final.

You will cover one of these topics: Phonemic Awareness, Phonics, Vocabulary, Comprehension, Writing, and Spelling. Specific Directions will be provided in Canvas.

**Discussion Questions:** There will be 2 discussion questions: 1. New Literacies Analysis and Peer Response 2. Children’s social issue books and Peer Response. More detailed directions in Canvas for all the above discussion questions.

1. New Literacies App and Website Analysis: Part 1: Each chapter has literacy websites and apps at the end. You will be analyzing these apps and websites and posting in the discussion forum. Further directions will be provided in Canvas. Part 2: 1 Peer Response- Read and respond to one peer.
2. Children’s Diverse Books: Part 1: Listen to the readings of 10 books found in Canvas and post your summaries in the discussion question forum. Specific directions will be posted in Canvas. Part 2: 6 Peer Responses- Read and respond to 6 of your peers’ posts. This will be broken up into 2 different due dates so that you can enjoy the books more without reading so many at a time.

Note: All discussion questions have 2 parts. Part 1, your post is due on Tuesday and Part 2 your peer responses are due on Thursday. You must post part 1 on time or it is only worth up to half credit. If you do not post, then others cannot respond. If you do not post part 1 by the Thursday due date for part 2 peer responses, then you score for part 1 is a 0.

**Quizzes**: You will have a weekly quiz (most weeks) which will cover the material taught for the weekly module. Quizzes will typically be around 20 points but some weeks they may be worth less and other weeks they may worth more. These will be available on Thursdays and you will have until 11:59 pm to complete them. These will be timed quizzes.

**EVALUATION AND GRADING**:

This class is based on points. I do not average your grade. Your grade is earned during the school year so keep track of your grade throughout the semester.

All assessments must be submitted. If not, then the highest grade you can earn is a B.

Students will be evaluated according to the following criteria: total class points available = 1000

900-1000 points =A; 800-899 points =B; 700-799 points = C; 600-699 points= D; Below 600 points = F

**Total points at the end are not rounded. Your grade is earned in class and not after with extra credit.**

* Assessments: (10 assessments) **165 Points**
* Student Literacy Profile **= 200 Points**
* 5 Reflections: **50 points (10 points each)**
* Llama Llama Red Pajama: **10 Points**
* Short Story: **10 Points-**
* Reading Activity Assessment Presentation Part 1: **20 Points**
* Reading Activity Assessment Presentation Part 2 (Final): **75 Points**
* 14 Quizzes**: 270 Points** (quizzes will vary in how much they are worth, but the norm will be 20 points each- some will be less)
* 2 Discussion Questions (DQ): (**170 Points)**
* 1. DQ New Literacies app and website analysis: **45 Points**- Part 1**:** 40 Pointsfor web analysis**-** Part 2: 5 Points**-** 1 Peer response
* 2. Children’s Diverse Books: **130 Points-** Part 1: 100 pointsfor 10 books summarized with thoughts. Part 2: 30 points- Peer Responses- up to 5 points for each of the 6 peer responses- This will be broken up into 2 different turn in days. **DQ1-A**: Part 1- 50 pointsfor 5 books summarized with thoughts. Part 2: 15 points- Peer Responses- up to 5 points for each of the 3 peer responses. **DQ1-B**: Part 1- 50 pointsfor 5 books summarized with thoughts. Part 2: 15 points- Peer Responses- up to 5 points for each of the 3 peer responses-
* 2 Graphic Organizers (GO): **25 Points**
* 1. GO Narrative Comprehension: **12.5 Points**
* 2. GO Informational/Expository Comprehension: **12.5 Points**
* **SPOT Evaluation Extra Credit: 3 points**

|  |  |
| --- | --- |
| **Module 1** |  |
|  | * Zoom dates: January 19, January 26, February 16 and March 23 * Assessment Options: face to face or through facetime, skype or some other form of social media * Assignment: Llama Llama Red Pajama * Quiz 1: Canvas and syllabus quiz |
| **Module2** |  |
|  | * **Zoom Meeting** 1 Tuesday January 19 * DeVries Chapter 3: Read pgs. 35-39 and figure 3.1 and pgs. 59 beginning with personal interest surveys, attitude surveys up through pg. 60 figure 3.25 * Quiz 2: chapter readings and assessments |
| **Module 3** |  |
|  | * **Zoom Meeting 2** **Tuesday January 26 (Passages)** * Narrative and Expository Reading Passage Assessment taught (zoom and video) Please do your best to make sure you are available to join Zoom this day because the passages are the hardest assessment you will do. * Discussion Question 1A: Children’s Diverse Books * Quiz 3: narrative and expository passages |
| **Module 4** |  |
|  | Devries Chapter 12 Writing   * DeVries Chapter 12: Read pg.303 What teachers should know about writing instruction; pgs. 305- 306 Using Mentor Text to promote Writing; pgs. 307-309 The Writing Process * Due: Reflection 1 and 1 assessment is due: Personal Interest * Assignment: Short Story |
| **Module 5** |  |
|  | * DeVries Chapter 5 Phonemic Awareness: Read pgs. 88 Definitions through pgs. 89-90 Dimensions of Phonemic Awareness; pgs. 90-91 Phonemic Awareness and English Language Learners; pg. 94 Assessing a student’s phonemic awareness growth – pg. 95 figure 5.6. pgs. 95-97 Introducing students to the wonderful sounds of our language; pgs. 406-409 Pre-assessment for phonemic awareness * Reflection 2 and 2 Assessments are due: BRI Word List and Reading Attitude * Quiz 4: readings and assessment taught and phonemic awareness video |
| **Module 6** |  |
|  | * **Zoom Meeting 3 Tuesday February 16** * DeVries Chapter 6 Phonics: Read pgs. 112 Definitions- 113-114 Phonics at a glance, pgs. 116-117 Stages of Spelling Development; pg. 119 English Learners and the graphophone system; pgs. 418-420 Phonics Mastery Survey * Narrative passages due- **No Reflection** * Quiz 5: readings and phonics video |
| **Module 7** |  |
|  | * Devries Chapter 11 Fluency: Rd. pg. 272 beginning with Introduction to the end of pg. 273; pgs.274-278; pg. 280 Fluency Instruction for English Learners * Reflection 3 and Assessment is due: Concepts of Print * Quiz 6: readings, assessment and fluency and readers theater video, phonics miscues |
| **Module 8** |  |
|  | * DeVries Chapter 9 Comprehension-Narrative: read pg. 192 beginning with introduction up to reading narrative text and the CCSS on pg. 193; pg. 194 Reading skills: decoding, fluency, vocabulary and figurative language; pgs. 196-202 Reading comprehension strategies – up to the end of pg. 202; pg. 205 English Learners and Narrative Texts pg. 207 Informal Assessments- pg. 208. Make sure to read the example of the Jenny’s Think aloud; pg. 223 figure 9.21 * Video: Graphic organizers * Video: Book reading to use with graphic organizer- Venn diagram * Reflection 4 and Assessment is due: 1. Reading Fluency * Quiz 7: readings, comprehension video, phonics miscues |
| **Module 9** |  |
|  | * DeVries Chapter 10 Comprehension-Expository: read pg. 232 beginning with introduction up to reading information texts on pg. 233; pg. 234- purple boxes- skills needed to comprehend information texts; before, during and after reading; pg. 243-244 English Learners and Information Text; pg. 245 beginning with assessment through the end of pg. 247; * Video: Book reading to use with graphic organizer-KWL * Expository Passages due: No Reflection * Quiz 8: readings, comprehension video, phonics miscues |
| **Module 10** |  |
|  | * DeVries Chapter 8: Vocabulary: read pg. 165 The Relation between vocabulary and reading- pg. 166 Categories of words, pgs. 167 Increasing Students vocabulary all the way through to the end of pg. 171 figure 8.4 * Spelling Assessment due-No reflection * Quiz 9: readings, vocabulary video, phonics miscues |
| **Module 11** | * **Zoom Meeting 4 Tuesday March 23** * Reading Activity Part 1 and 2 Explained: Video * SLP Part 1 Explained: video * SLP Part 2 Explained: video * SLP Part 3 Explained: video * Reflection 5 and these 2 assessments are due: 1. Writing Assessment 2. Writing Attitude Survey * Quiz 10: phonics miscues |
| **Module 12** |  |
|  | * Discussion Question 1B- Children’s Diverse Books * Reading Activity Part 1 is due * Quiz 11: Phonics miscues |
| **Module 13** |  |
|  | * Discussion Question 2: New Literacies: Analyzing and Reviewing Literacy websites/Apps/ * SLP Part 1 is due * Quiz 12: Phonics miscues |
| **Module 14** |  |
|  | * SLP Part 2 is due * Quiz 13: Phonics miscues |
| **Module 15** |  |
|  | * SLP part 3 is due * Quiz 14: Phonics miscues |
| **Module 16** | **Thursday April 29** |
| Final | * Final: Reading Activity Part 2 Presentations |

**LLBE PROGRAM EXPECTATIONS FOR FUTURE TEACHERS:**

1. Develop a reflective mindset about his/her learning and teaching.
2. Develop a sensitivity to the English Language Learner.
3. Endorse integration in the teaching of language arts.
4. Become a lifelong learner.
5. Support student-centered instruction.

**COURSE GOALS/OBJECTIVES:**

The student will:

1. demonstrate knowledge of the relationship between instruction and assessment.
2. demonstrate knowledge of assessment as a continuous and ongoing process.
3. develop an ability to administer and interpret a variety of informal reading, writing, listening, and speaking assessments based on authentic literacy tasks.
4. demonstrate observational and diagnostic skills specific to a targeted student’s literacy behaviors and develop means of recording and reflecting upon those observations in order to drive and enhance instruction.
5. be able to complete a miscue analysis of the oral reading of a student and understand the results’ implications for instruction.
6. be able to compile a profile of student’s work that contains descriptions and analyses of work completed with the student, plus identifies instructional alternatives for future instruction.
7. understand the strengths and weaknesses of both formal and informal assessments.



**Department of Teacher Education and Administration: Preparing Tomorrow’s Educators and Scholars**

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive, and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

**UNT’s Standard Syllabus Statements**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu. You may also contact ODA by phone at (940) 565-4323.

**Course Safety Procedures (for Laboratory Courses).** Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**Department Syllabus Statements**

**Foliotek ePortfolio** (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

**Science of Teaching Reading Competencies**

**Domain 1:** **Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading**

C.Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.

D.Demonstrate knowledge of the characteristics of students at various stages of reading development from learning to read, including emergent (i.e., pre-reading stage or pre-alphabetic stage), beginning (i.e., initial reading and decoding stage or partial- to full-alphabetic stage), and transitional (i.e., confirmation and fluency stage or consolidated-alphabetic stage), to reading to learn, including intermediate (i.e., reading-to-learn-the-new stage) and advanced (i.e., multiple viewpoints stage and construction and reconstruction stage), in order to help inform instructional planning and management of reading instruction.

F.Demonstrate knowledge of the interrelationships between the various components of reading and the importance of promoting young children's development of both foundational reading skills and various dimensions of reading comprehension (e.g., listening comprehension, vocabulary development, literary analysis, analysis of informational text, responses to text) at all stages of reading development.

G.Recognize the importance of planning and managing reading instruction in ways that not only promote young children's learning and skill development in reading but also nurture their development as lifelong readers and their self-concept as readers by creating strong associations between reading and feelings of enjoyment, engagement, and self-efficacy and by promoting increased awareness of their own thoughts, feelings, likes, and dislikes with regard to texts.

H.Demonstrate knowledge of key principles of research-based and evidence-based reading instruction, including basing instruction on the standards outlined in theTexas Prekindergarten Guidelinesand the TEKS for ELAR (Kindergarten through Grade 5); making instructional decisions based on ongoing assessment results; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, explicit, and strategic and promotes the prevention of reading difficulties.

R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support young children's reading development, reading engagement, and motivation to read.

S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources (e.g., evidence of effectiveness, appropriateness for students' age and developmental levels) and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.

|  |
| --- |
| **Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.** |
| A.Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in theTexas Prekindergarten Guidelinesor TEKS for ELAR (Kindergarten through Grade 5), and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs. |
| B.Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening or entry-level assessments, formative or progress-monitoring assessments, summative assessments, diagnostic assessments, and pre- and post-assessments. |
| E.Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties. |
| F.Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading assessments (e.g., miscue analyses, informal reading inventories, phonics inventories, spelling inventories, retellings, running records, oral reading fluency measures, use of rubrics, portfolio assessment, assessment of authentic reading tasks). |
| G.Demonstrate knowledge of techniques for determining students' independent, instructional, and frustration reading levels and how to use the results for various purposes (e.g., selecting appropriate instructional materials for a given lesson, including for differentiated instruction; guiding students' selection of independent reading materials). |
| H.Demonstrate knowledge of strategies for using the results of assessments (e.g., informal reading inventories [IRIs], interest surveys or questionnaires) to guide students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts. |
| I.Demonstrate knowledge of strategies for communicating a student's progress to stakeholders, including the student, when appropriate, and apply knowledge of strategies for providing feedback to young students that encourages, supports, and motivates their continued growth in reading. |
| K.Demonstrate knowledge of strategies for differentiating reading assessments to ensure that they accurately assess all students' reading needs.  **Domain 11**: **Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.** |
| A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' oral language development, including their academic language development (e.g., knowledge and usage of sentences and grammatical structures of increasing complexity). |
| B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. |
| C. Demonstrate knowledge of the continuum of oral language development as described in the Texas Prekindergarten Guidelinesand the TEKS for ELAR (Kindergarten through Grade 5), including basic stages of oral language development; characteristic features of children's oral language at different stages of development; and the importance of providing young children with frequent, repeated, incremental exposures to and opportunities to use new academic language structures in meaningful contexts, including providing opportunities for low-risk oral language rehearsal. |
| D. Recognize that individual variations in oral language development occur and that speech or language delays require additional support and monitoring in the early childhood education classroom and may warrant in-depth evaluation and/or collaboration with other professionals, if improvement is not achieved through classroom interventions. |
| E. Demonstrate knowledge of research-based strategies and best practices for promoting students' understanding and use of sentences and grammatical structures of increasing complexity (e.g., compound sentences, complex sentences, relative clauses). |
| F. Demonstrate knowledge of research-based strategies and best practices for promoting students' understanding and use of grade-level instructional language, including terminology and sentence structures used to label and describe people, things, places, and locations and to name, describe, and explain actions, directions, positions, sequences, locations, and categories (e.g., colors, shapes, textures).  **Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.** |
| C. Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language. |
| D. Demonstrate understanding of the distinctions between phonological awareness and phonemic awareness and the distinctions between phonemic awareness and the alphabetic principle.  **Competency 005 (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.** |
| C. Demonstrate knowledge of the continuum of development of knowledge and skills related to print concepts, alphabet knowledge, and the alphabetic principle as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5).  **Competency 006 (Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.** |
| A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills. |
| B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions. |
| C. Demonstrate knowledge of key concepts related to beginning reading, including the role of phonics and other word identification skills in students' development of accurate, automatic decoding; the role of accurate, automatic decoding in reading fluency and comprehension; the reciprocity between decoding and encoding; the importance of sequencing instruction in phonics according to the increasing complexity and relative utility of linguistic units; and the importance of providing students with explicit, systematic instruction in phonics and frequent practice applying new decoding skills in connected text. |
| D. Demonstrate knowledge of the continuum of phonics skills as described in the Texas Prekindergarten Guidelinesand the TEKS for ELAR (Kindergarten through Grade 5), from sounding out and blending each letter in decodable words, to recognizing VC and CVC words as units, to decoding more advanced words that contain increasingly complex letter combinations and/or less common phonics elements. |
| E. Demonstrate knowledge of research-based strategies and best practices for delivering explicit, systematic phonics instruction (e.g., short vowels in VC and CVC words; short vowels in CVCC and CCVC words, first with consonant digraphs, then with consonant blends; long-vowel words spelled with silent e[VCe and CVCe]; long-vowel words spelled with vowel teams [CVVC]; words with an r-controlled vowel [CVrC]; words with vowel teams that are diphthongs; words with consonant trigraphs or complex consonant clusters [CCCVC, CVCCC]). |
| F. Demonstrate knowledge of research-based strategies and best practices for teaching common word patterns (e.g., word families), including explicitly teaching related spelling skills and patterns once students have developed basic phonics skills and orthographic knowledge. |
| M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonics and other word identification skills in order to address the assessed needs of all students. |

**Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.**

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development of reading fluency.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading fluency and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of the continuum of fluency development as described in the Texas Prekindergarten Guidelinesand the TEKS for ELAR (Kindergarten through Grade 5), from accurate, automatic letter naming, to word reading, to reading connected text, to reading increasingly complex connected text.

D. Demonstrate knowledge of key concepts related to reading fluency, including the key indicators of fluency (i.e., accuracy, rate, and prosody); the role of automaticity in reading fluency; interrelationships between accuracy, rate, and automaticity; the role of fluency in reading comprehension; interrelationships between prosody and comprehension; the importance of providing explicit and frequent instruction in fluency to students at all stages of reading development; and the importance of varying fluency instruction for students at different stages of development in decoding.

E. Demonstrate knowledge of common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of grade-level, high-frequency words; unfamiliarity with a text's content, vocabulary, and/or grammatical structures), and apply knowledge of strategies for addressing these factors.

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' accuracy in order to enhance reading fluency and comprehension (e.g., reteaching grade-level decoding skills or high-frequency words not yet mastered).

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' reading rate and automaticity in order to enhance reading fluency and comprehension (e.g., engaging students whose decoding skills are not yet automatic in oral reading or whisper reading with teacher monitoring for accuracy and feedback; engaging students whose decoding skills are accurate and automatic in silent reading with accountability for comprehension).

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' prosody (i.e., reading with appropriate phrasing, expression, and intonation) in order to enhance reading fluency and comprehension (e.g., providing explicit teacher modeling of prosody, engaging students in echo reading and phrase-cued reading, preteaching unfamiliar vocabulary and grammatical structures prior to assigning a text, engaging in readers' theatre).

I. Demonstrate knowledge of research-based strategies and best practices for selecting texts for fluency practice (e.g., using decodable texts with students who are acquiring basic phonics skills, balancing literary and informational texts, transitioning students to a broader range of appropriate texts as they progress in their decoding skills).

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in reading fluency in order to address the assessed needs of all students.

**Domain 111**: **Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.**

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of vocabulary knowledge and skills in the context of authentic and meaningful reading.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in vocabulary development and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of the role of vocabulary in supporting students' reading comprehension and ability to engage in self-sustained reading, including the interrelationships between vocabulary knowledge, reading achievement, and overall academic achievement.

D. Demonstrate knowledge of the continuum of vocabulary development as described in the Texas Prekindergarten Guidelinesand the TEKS for ELAR (Kindergarten through Grade 5), including the importance of providing young children with frequent, repeated, incremental exposures to and opportunities to use new vocabulary in meaningful contexts.

E. Demonstrate knowledge of factors that affect vocabulary development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics), including the role of frequent and wide reading in vocabulary development.

F. Demonstrate knowledge of the distinctions between various tiers of vocabulary (Tier One—everyday, Tier Two—general academic, and Tier Three—discipline-specific) and the importance of explicitly teaching all students new Tier Two and Tier Three words that are key to understanding a new concept or comprehending a new text, while also identifying any relevant Tier One words with which students may be unfamiliar and explicitly teaching these words.

G. Demonstrate knowledge of criteria for selecting words for explicit word study (e.g., a word's utility and frequency within a discipline or across disciplines) and apply knowledge of strategies for providing students with multiple opportunities to use new Tier Two and Tier Three words in a variety of settings.

M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in vocabulary development in order to address the assessed needs of all students.

**Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.**

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in reading comprehension (e.g., inferring), including their development of reading comprehension strategies (e.g., self-monitoring).

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehension strategies and trends in student work that provide insights into possible misconceptions, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply metacognitive reading comprehension strategies to literary and informational texts (e.g., establishing a purpose for reading assigned and self-selected texts; generating questions about a text before, during, and after reading; making predictions about a text and then confirming or correcting the predictions; creating mental images; making connections to personal experiences, ideas in other texts, and society; monitoring comprehension and making adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down).

K. Demonstrate knowledge of the importance of balancing young children's exposure to and reading of multiple genres of literary and informational texts and strategies for selecting and using multiple texts for reading instruction that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, school community, and society.

L. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in comprehension strategies in order to address the assessed needs of all students.

**Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.**

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of literary texts.

E. Demonstrate understanding of the importance of reading aloud high-quality, culturally relevant literary texts on a regular basis to develop young children's familiarity with literary texts and basic story structures, and apply knowledge of research-based strategies and best practices related to using read-alouds for this purpose (e.g., asking questions about a story as it is being read aloud; providing props for children to use while acting out the story; helping children construct a story map with a clear beginning, middle, and end; providing story cards to assist children in sequencing retellings of the story; encouraging children to provide sound effects through musical instruments or environmental noises that fit what is happening in the story; extending the story into centers for children to continue to explore the story in other ways).

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze a range of literary texts, including identifying a text's key ideas and details; analyzing an author's purpose for writing; identifying story elements, such as characters, plot, setting, and theme; analyzing an author's craft, such as word choice and use of imagery and figurative language; and using evidence from a literary text to support responses.

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of literary texts at all three comprehension levels (i.e., literal, inferential, and evaluative) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings; asking and having students generate questions related to bias, such as which voices and perspectives are present and absent in a text).

H. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of literary texts in order to address the assessed needs of all students.

**Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.**

**A**. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of informational texts.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of informational texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of distinguishing characteristics and structures of informational, persuasive, multimodal, and digital texts.

D. Demonstrate knowledge of the continuum of development in the comprehension and analysis of informational texts as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5).

E. Demonstrate understanding of the importance of reading aloud high-quality informational texts on a regular basis to develop young children's familiarity with informational texts, and demonstrate knowledge of research-based strategies and best practices related to using read-alouds for this purpose, including asking questions about a text as it is being read aloud, engaging students in activities related to the text's content, and extending an informational text into centers to continue students' interactions with the text's content.

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of informational texts at all three comprehension levels and for promoting critical thinking about informational texts (e.g., synthesizing information to create new understandings; asking and having students generate higher-order questions about a text, such as questions related to voices or perspectives present and absent in a text or questions about the credibility of a text).

I. Demonstrate knowledge of research-based strategies and best practices for promoting students' development of disciplinary-literacy skills, including distinguishing discipline-specific meanings of words (e.g., rulerin mathematics [a measuring device] versus rulerin social studies [a monarch or government leader]), and recognizing text structures commonly used in a discipline.

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of informational texts in order to address the assessed needs of all students.

**Domain IV**: **Competency 013 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.**

A. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.

B. Demonstrate the ability to identify a significant need that a student demonstrates related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency [i.e., accuracy, rate, and prosody]) and to support the analysis with specific, appropriate examples from the student's reading performance.

C. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in foundational reading skills.

F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.

G. Using sound reasoning and knowledge of reading comprehension, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in reading comprehension.

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITES (PPR) STANDARDS:**

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. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.11, 1.12, 1.14, 1.19, 1.20, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31)

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. (3.5, 3.7, 3.9, 3.10, 3.11, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20)

**ENGLISH LANGUAGE ARTS AND READING GENERALIST STANDARDS:**

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 (10.1, 10.2, 10.3, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8)

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS): from University of Texas System/Texas Education Agency (2009). Retrieved from <http://www.englishspanishteks.net/files/standards/TEKS/ELAR_TEKS_K-12.pdf>

|  | Knowledge and Skills Statement | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading | |  | | | | | | | | |
| Beginning Reading/  Print Awareness | Students understand how English is written and printed. |  |  |  |  |  |  |  |  |  |
| Beginning Reading/ Phonological Awareness | Students display phonological awareness. |  |  |  |  |  |  |  |  |  |
| Beginning Reading/  Phonics | Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. (Grades 1, 2) Students will continue to apply earlier standards with greater depth in increasingly complex texts. |  |  |  |  |  |  |  |  |  |
| Beginning Reading/  Strategies | Students comprehend a variety of texts drawing on useful strategies as needed. |  |  |  |  |  |  |  |  |  |
| Fluency | Students read grade level text with fluency and comprehension. |  |  |  |  |  |  |  |  |  |
| Vocabulary Development | Students understand new vocabulary and use it when reading and writing. |  |  |  |  |  |  |  |  |  |
| Comprehension Skills | Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed critical readers. |  |  |  |  |  |  |  |  |  |
| Oral and Written Conventions | |  | | | | | | | | |
| Conventions | Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |
| Handwriting/ Capitalization/ Punctuation | Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |
| Spelling | Students spell correctly. |  |  |  |  |  |  |  |  |  |
| Listening and Speaking | |  | | | | | | | | |
| Listening | Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |
| Speaking | Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |

Bibliography

Afflerback, P. (2016). Reading assessment: Looking ahead. *The Reading Teacher*, 69(4), 413-419.

Emily Binks-Cantrell, Erin K. Washburn, R. Malatesha Joshi & Martha Hougen (2012) Peter Effect in the Preparation of Reading Teachers. *Scientific Studies of Reading*, 16(6), 526-536.

Allison Briceño, Adria F. Klein (2018).  Running records and first grade English learners: An analysis of language related errors. *Reading Psychology*, **39**(4), 335-360.

# Hollenbeck, A., & Saternus, K. (2013). Mind the Comprehension Iceberg: Avoiding Titanic Mistakes With the CCSS. *The Reading Teacher*, 66(7), 558-568.

Applegate, A. J., & Applegate, M. D. (2010). A study of thoughtful literacy, and the motivation to read. *The Reading Teacher, 64(4),* 226-234.

Cahill, M.A., & Gregory, A. (2011). Putting the fun back into fluency instruction. *The Reading Teacher, 65(2),* 127-131.

Cabell, S., Tortorelli. I., & Gerde, H. (2013). How do I write? *The Reading Teacher. 66(8*), 650-659.