

## Assessment, Instruction, and Intervention

---

### **General Information**

**Course:**

**Instructor:**

**Semester:**

**E-Mail:**

**Class Time:**

**Phone:**

**Class Location:**

**Office Location:**

**Credit Hours: 3 hrs.**

**Office Hours:**

**Prerequisites:** Foundations of Literacy; Phonological Awareness & Phonics; Vocabulary & Comprehension

### **Course Description:**

This course will address the use of formal and informal assessment procedures used to design and evaluate robust reading instruction and intervention for children in preschool through high school.

The foci of the course include the knowledge and skills needed to choose and give appropriate reading assessments for a variety of purposes, data-based decision making to guide instructional planning and intervention design, and understanding struggling readers including those with reading disabilities. Instruction will be delivered within a context of an ecological, collaborative problem-solving model. Students will be instructed on how to apply both formal and informal assessments to a problem-solving model aimed at the design of robust reading instruction. An emphasis will be placed on creating Multi-Tiered System of Supports (MTSS) to support all students.

### **Course Objectives:**

1. Understand and demonstrate how to choose, evaluate, and implement research-based assessments for a variety of purposes in schools: screening, diagnostic, progress monitoring, and outcome evaluation.
2. Demonstrate reliable administration of a formal standardized assessment.
3. Demonstrate skill in communicating assessment and intervention results to a variety of stakeholders, through writing, conversation, and the presentation of graphic data.

4. Know how to work with parents as partners in assessment and educational decision-making.
5. Know the core components of effective reading instruction and how to evaluate them.
6. Demonstrate knowledge in how to design effective reading intervention for a variety of reading concerns across grade levels.
7. Demonstrate knowledge of and skill in implementing a variety of informal research-based reading assessments and intervention practices.
8. Demonstrate knowledge of how to evaluate the psychometric properties of different reading assessments.
9. Demonstrate how to use intervention data in decisions regarding special education referral and review.
10. Demonstrate knowledge of the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RTI) model for the prevention and remediation of reading problems.
11. Demonstrate knowledge of reading disability (dyslexia and other reading problems) and the laws pertaining to children with reading disabilities (federal and state).

**Field Experience:** CBM Assessment Project: After training and a check on reliability, students will help an elementary or middle school conduct school-wide screening\* in reading. A minimum of 5 hours is required.

\*NOTE to Instructor: For this class you should choose a Curriculum-Based Measurement system that can be used for screening and progress monitoring. In the resource section there are a few examples and information about where to get materials. For the purpose of this example syllabus, we will be using Acadience Reading K-6 measures because they have strong technical adequacy for the purpose of both screening and progress monitoring, have materials for preschool – grade 9, are available for free, and they include free video-based training for students.

### **Required Texts and Materials:**

#### **Text books:**

1. McKenna, M.C. & Stahl, S.A. (2015). *Assessment for reading instruction (3<sup>rd</sup> Edition)*. New York: Guilford. \*4<sup>th</sup> edition is coming out Dec. 2019 from Guilford.
2. Acadience Learning Assessment Manual (2019)-- (Downloaded from <https://acadiencelarning.org/>)
- \*3. Archer, A. (2010). *Explicit Instruction*.
- \*4. Core Literacy Library (2018). *Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3<sup>rd</sup> Edition*. Berkeley, CA: Arena Press.

\*Books purchased for previous classes that will be used in this class

**Readings (used in class and as homework):**

Dewey, E. N., Powell-Smith, K. A., Good, R. H., & Kaminski, R. A. (2015) Acadience™ Reading Technical Adequacy Brief. Eugene, OR: Dynamic Measurement Group, Inc.

[https://acadiencelarning.org/papers/Acadience\\_Reading\\_Technical\\_Adequacy\\_Brief.pdf](https://acadiencelarning.org/papers/Acadience_Reading_Technical_Adequacy_Brief.pdf)

Leonard, K. M., Coyne, M. D., Oldham, A. C., Burns, D., & Gillis, M. B. (2019). Implementing MTSS in beginning reading: Tools and systems to support schools and teachers. *Learning Disabilities Research & Practice*, 34(2), 110–117.

Florida Center for Reading Research (2008). *Small-group differentiated reading groups*.

**Web resources used in class:**

Center for Intensive Intervention: <https://intensiveintervention.org/>

Florida Center for Reading Research: <https://www.fcrr.org/>

International Dyslexia Association: <https://dyslexiaida.org/fact-sheets/>

Intervention Central: <https://www.interventioncentral.org/>

Michigan’s Integrative Behavior and Learning Support Initiative (MIBLSI): Reading Tiered Fidelity Inventories (Elementary and Secondary): <https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>

ODE- Literacy Ohio: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy>

ODE-Third Grade Reading Guarantee: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-Teacher-Resources>

RTI Action Network:

\*CBM Measurement System for Screening & Progress Monitoring

Our Example: Acadience Learning: <https://acadiencelarning.org/>

## **Ohio’s 12-Hour Reading Core Standards**

<b>Standard</b>	<b>Where it is addressed in the course</b>	<b>How the standard is assessed</b>
Standard 1: Knowledge and Beliefs about Language and Literacy Learning	Week 1: 1.1-1.4 Week 3 - 14: 1.5, 1.6 Week 11 & 12: 1.7	Activities Quizzes & Exams CBM Assessment Project Intervention Project
Standard 2: Phonological Awareness, Phonics, Word Identification, and Spelling	Week 5 - 7: 2.1, 2.2, Week 9-12: 2.3-2.10	Activities Quizzes & Exams CBM Assessment Project Intervention Project
Standard 3: Creating a Literate Environment	Week 1, 2, & 8: 3.1 – 3.5	Activities Quizzes & Exams CBM Assessment Project Intervention Project
Standard 4: Diversity and Individual Differences	This standard is touched on throughout the class.	Activities Quizzes & Exams CBM Assessment Project Intervention Project
Standard 5: Comprehension and Fluency	Weeks 1, 2, 6 – 12: 5.1 -5.10	Activities Quizzes & Exams CBM Assessment Project Intervention Project
Standard 6: Vocabulary	Weeks 1 – 2, 6, 9, 12,	Activities Quizzes & Exams CBM Assessment Project Intervention Project
Standard 7: Designing Instruction to Support Students Literacy Learning	These standards are addressed in each week. It is the focus of this class.	Activities Quizzes & Exams CBM Assessment Project Intervention Project
Standard 8: Assessment, Identification, and Intervention for Students with Reading Difficulties	These standards are addressed in each week. It is the focus of this class.	Activities Quizzes & Exams CBM Assessment Project Intervention Project
Standard 10: Professionalism, Professional Learning, and Research	Week 8 & 11: 10.1 & 10.2 Week 12: 10.3	

## **Methods of Evaluation**

<b>Assignment</b>	<b>Description &amp; Purpose</b>	<b>Points</b>
I. Participation Activities	<p>Participation will be based on class attendance, active participation, and in-class activity performance. There are 8 in-class activities across the course, each worth 2.5 points.</p> <p>The purpose of these activities is to apply the information from class readings and lectures.</p>	20
II. Assessment Quizzes (3)	<p>Candidates will take four short, non-cumulative reading quizzes, each worth 5 points.</p> <p>The purpose of these quizzes is to make sure student are carefully reading the assigned readings before class and practicing the assigned assessments.</p>	20
III. CBM Assessment Project	<p>After training and a check on reliability, candidates will help an elementary or middle school conduct school-wide screening in reading and write a reflection on their experience. A minimum of 5 hours is required.</p> <p>The purpose of this assignment is to apply course content to actual teaching practice in the field.</p>	20
IV. Reading Intervention Assignment	<p>For this assignment candidates will work in pairs. Each pair will be given a unique case scenario of a student with a reading concern. The pair will be asked to research ways to address the student's reading concern (presenting a variety of interventions/plans to address the concern). The candidates will prepare a brief handout and presentation to share with the class.</p> <p>The purpose of this assignment is to (a) become familiar with a variety of important reading interventions, (b) to learn how to critically review a reading intervention program (c) learn how to match interventions to specific reading concerns and create an intervention plan.</p>	15
V. Exams	<p>Mid-term Exam = 10 Final Exam = 15</p> <p>The purpose of this assignment is to assess mastery of key content from the course.</p>	25
<b>Total Points</b>		<b>100</b>

## **Course Assignments—Full Descriptions of Assignments**

**I. In-Class Activities:** Class attendance is required and activities cannot be made up unless it is an excused absence (see attendance policy). The in-class activities are a way to apply the content from the class to demonstrate engagement and understanding in the class readings and lectures. Each activity is worth 3 points and grading will be based on active participation, completion of the activity, and accurate work.

**II. Quizzes:** Class attendance is required and quizzes cannot be made up unless it is an excused absence (see attendance policy). Timely, accurate completion and understanding of the required readings in this class is important. The four assessment quizzes are designed to make sure candidates are practicing the assigned CBM assessments (reading, watching videos, practicing). Each quiz is worth 5 points and will be a mix of true/false, multiple choice, and short answer. The quizzes will focus on the main points of the assessment.

**III. CBM Assessment Project with Reflection Paper:** The purpose of this assignment is to learn how to reliably administer a standardized research-based screening and progress monitoring set of assessments. After you are reliable, you will work with an elementary or middle school to help them administer screening assessments.

1. You will need to be approved as “reliable” in the administration of the assessments either by testing with your instructor or by testing with a “reliable” classmate (further details given on the logistics of this in class).
2. You will help a school administer screening assessments for at least 5 hours.
3. You will write a short reflection following the administration. (See below.)

Brief Reflection Paper:

First paragraph-please describe

- The place where you administered the assessments
- The number of assessments you administered
- The specific assessments that you administered (ORF, NWF)
- The grade level of your students
- A brief description of the students

Second paragraph-

- Your ease in working with the students
- Your comfort level with the assessment administration
- Difficult aspects of administration
- Your confidence in your preparation

Third paragraph-

- Your reflection on the experience (i.e., Did you feel that the assessment was useful?)  
Would you consider using DIBELS assessments in your practice? Why or why not?

IV. Exams: A mid-term and final exam will be given. These are cumulative tests that are designed to assess candidates' understanding of the course content. A review guide will be given before each exam with time in class to ask questions. Both exams will be a mix of true/false, multiple choice, and short answer questions. The focus will be on application of the content to case scenarios.

V. Reading Intervention Assignment: For this assignment, candidates will work in pairs. Each pair will be given a unique case scenario of a student with a reading concern. The concerns will include screening and intervention-based diagnostic information for the student and will be based on typical reading profiles of struggling students in schools: Examples: Kindergarten student struggling with phonological skills, second grader struggling with word recognition concerns, middle school student struggling with multi-syllabic word reading, fifth grader struggling with self-monitoring for comprehension.

Candidate pairs will be asked to research ways to address the student's reading concern using published programs with strong evidence (checked out from the professor) as well as research-based scripted interventions found in research articles, websites (FCRR, What Works, Intervention Central, Reading Rockets) or the Teaching Reading Sourcebook. They will prepare a brief handout and presentation to share with the class.

The Handout and Presentation Should Include:

1. Brief description of the student's concerns and background information (given to you) ending with a clear statement of the skills needed to be addressed in a Tier 2 intervention.
2. Plan 1: Description of the published resource and how this would be implemented.
  - a. overview of the program including connection to research
  - b. how it would be implemented: how often, when this would occur, size of group
  - c. how it could be connected to Tier 1 (you might have to be creative here)
3. Plan 2: Description of another research-based way to address this student's reading needs.
  - a. overview of the program including connection to research
  - b. how it would be implemented: how often, when this would occur, size of group
  - c. how it could be connected to Tier 1 (you might have to be creative here)
4. Plan for Progress Monitoring
  - a. what skills to target for progress monitoring
  - b. what measures to use
  - c. how frequently would assessment be given
  - d. how would progress be shared with parents

## University/Instructor Policies

Note all important policies—drop date, plagiarism, accommodations, attendance, etc.

## Course Schedule

Week	Topic	Readings Due This Week BEFORE Class	Assignments Due
<u>Week 1</u>	<p><u>What Should We Be Assessing &amp; Teaching</u> Overview of the course and syllabus</p> <p>Review Foundational Components of Reading Science—this guides our work!</p> <ol style="list-style-type: none"> <li>1. How the brain learns to read and the 4 Part Processor Model</li> <li>2. Essential Components of Reading and the Simple View of Reading</li> <li>3. Components of Effective Reading Instruction</li> <li>4. Collaborative Problem Solving and MTSS</li> </ol> <p>Overview of MTSS for Reading Success</p> <ul style="list-style-type: none"> <li>- What it is? (RTI vs. MTSS)</li> <li>- Connection of behavior, Social-Emotional Skills, and academics</li> <li>- Key components</li> <li>- Assessment and Instruction of each Tier</li> <li>- Problem Solving at the Systems and Individual Level</li> <li>-Collaboration with families and other professionals in the school</li> </ul>	<p><u>For Homework:</u> - Teaching Reading Sourcebook: MTSS for Reading Success (p.744 - 753)</p> <p><u>In-Class:</u> -Review syllabus, course objectives, and expectations</p>	
<u>Week 2</u>	<p><u>Introduction to Reading Assessment</u></p> <ul style="list-style-type: none"> <li>-Models of reading assessment: Deficit vs. contextual</li> <li>-Stages of Reading Development</li> <li>-Simple View of Reading &amp; the Cognitive Model of Assessment :</li> <li>Assessment as a question-driven process</li> </ul>	<p><u>For Homework:</u> -McKenna &amp; Stahl (2015), Chapter 1 - Leonard et al. (2019)</p> <p><u>In-Class Activity:</u> Using the Cognitive Model diagram on page 8, small groups will work through different scenarios. Presented with a scenario of a student struggling with</p>	<u>Activity 1: Cognitive Model Scenarios</u>



	<ul style="list-style-type: none"> <li>- MTSS and Purpose of assessments across the Tiers</li> <li>1. Screening: Tier 1</li> <li>2. Intervention-Based Diagnostic: Tier 2/3</li> <li>3. Progress Monitoring: Tier 2 and 3</li> <li>4. Outcomes: Tier 1</li> <li>5. Clinical Diagnostic: after Tier 3</li> </ul>	reading, what questions would you ask?	
<u>Week 3</u>	<u>General Concepts of Assessment</u> <ul style="list-style-type: none"> <li>-Standardized vs. informal</li> <li>-Norm Referenced Tests vs Criterion Referenced Tests</li> <li>-Understanding scores of NR test (we will come back to this)</li> <li>-Norms vs. Benchmarks</li> <li>-Danger of grade- and age-equivalent scores</li> <li>-Technical Adequacy</li> <li>- NAEP Data</li> <li>-Discussion of what is typically used in schools</li> <li>- Assessment of English Language Learners <ul style="list-style-type: none"> <li>- Understanding BICS &amp; CALP</li> <li>- Development</li> <li>- Literacy level in first language</li> </ul> </li> </ul>	<u>For Homework:</u> <ul style="list-style-type: none"> <li>-McKenna &amp; Stahl (2015), Chapter 2</li> <li>-Activity 2—be prepared to present in small groups</li> </ul> <u>In-Class:</u> Reading Assessment Activity discussion. In small groups, find out what is being used in our schools.	<u>Activity 2:</u> Find out about the reading assessments used in schools. <ol style="list-style-type: none"> <li>1. Pick a school and ask what reading assessments are used? Try to get information on screening, diagnostic, progress monitoring and outcomes</li> <li>2. Research that assessment to find out more—what aspects of reading does it assess and how?</li> <li>3. What purpose is it used for (screening, diagnostic, etc)</li> </ol>
<u>Week 4</u>	<u>Screening Assessment in General</u> <ul style="list-style-type: none"> <li>- Purpose</li> <li>- Types</li> <li>- What is needed</li> <li>- How it looks across grade levels</li> <li>- Focus on a specific assessment to receive training</li> <li>- Criteria for determining technical adequacy of screeners—what is important? what levels? what does it all mean?</li> <li>- Benchmark goals vs. norms</li> </ul> <u>CBM Screening &amp; Progress Monitoring Example Assessment</u> We Will Learn How to Use: Acadience	<u>For Homework:</u> <ul style="list-style-type: none"> <li>-Explore Acadience website, Download Assessment Manual and review the measures.</li> <li>-View Training Modules 1: Foundations and 2: Guidelines</li> </ul> <u>In-Class:</u> <ul style="list-style-type: none"> <li>-Acadience Reading K-6 Assessment Manual</li> <li>-Acadience Learning Technical Brief (for examining technical adequacy) <a href="https://acadiencelarning.org/acadiencereading.html">https://acadiencelarning.org/acadiencereading.html</a></li> </ul>	<u>Activity 3:</u> Examining Technical Adequacy of Acadience Reading Measures K-6. <ol style="list-style-type: none"> <li>1. Assign small groups one of the reading measures.</li> <li>2. Each group will fill out a group recording form that notes: <ol style="list-style-type: none"> <li>a. What is the assessment?</li> <li>b. What essential component does it relate to? What part of the reading rope does it relate to?</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>-Meaning of a Global Outcome Measure</li> <li>-What does it assess</li> <li>-Overview of how it is used</li> <li>-Purpose</li> <li>-Technical Adequacy: <ul style="list-style-type: none"> <li>- Reliability</li> <li>- Validity</li> </ul> </li> </ul>		<p>c. What forms of reliability were assessed and what was found?</p> <p>c. What forms of validity were assessed and what was found?</p>
Week 5	<p><u>Standardized CBM Assessment</u></p> <p><u>Training: Acadience</u></p> <ul style="list-style-type: none"> <li>-Phonological Measures: FSF, PSF</li> <li>-Letter Recognition: LNF</li> </ul>	<p><u>For Homework:</u></p> <ul style="list-style-type: none"> <li>-View Training: <ul style="list-style-type: none"> <li>Module 3: First Sound Fluency</li> <li>Module 4: Phoneme Segmentation Fluency</li> <li>Module 5: Letter Naming Fluency</li> </ul> </li> </ul> <p><u>In-Class</u></p> <ul style="list-style-type: none"> <li>- Highlight key parts of the video training and have a discussion about the training modules: What questions do you have? What did you find challenging? What was easy?</li> <li>- Do the practice scoring activities from the training in-class. Make sure they are comfortable with each measure they will be giving.</li> </ul>	<p>Assessment Quiz 1: Phonological Assessment</p>
Week 6	<p><u>Standardized CBM Assessment</u></p> <p><u>Training: Acadience</u></p> <ul style="list-style-type: none"> <li>-Nonsense Word Fluency</li> <li>-Oral Reading Fluency with Retell</li> </ul>	<p><u>For Homework:</u></p> <ul style="list-style-type: none"> <li>-View Training: <ul style="list-style-type: none"> <li>Module 6: Nonsense Word Fluency</li> <li>Module 7: Oral Reading Fluency</li> </ul> </li> </ul> <p><u>In-Class</u></p> <ul style="list-style-type: none"> <li>- Highlight key parts of the video training and have a discussion about the training modules: What questions do you have? What did you find challenging? What was easy?</li> <li>- Do the practice scoring activities from the training in-class. Make sure they are comfortable with each measure they will be giving.</li> </ul>	<p>Assessment Quiz 2: Phonics Assessment</p>
Week 7	<p><u>Standardized CBM Assessment</u></p> <p><u>Training: Acadience</u></p> <ul style="list-style-type: none"> <li>-Maze</li> <li>-Wrap Up Training</li> </ul>	<p><u>For Homework:</u></p> <ul style="list-style-type: none"> <li>-View Training: <ul style="list-style-type: none"> <li>Module 8: Maze</li> <li>Module 9: Logistics</li> </ul> </li> </ul>	<p>Assessment Quiz 3: Fluency and Comprehension Assessment</p>

	<ul style="list-style-type: none"> <li>-How would you explain results to parents/guardians?</li> <li>-Planning School-wide screening and progress monitoring</li> </ul>	<p>Module 10: Conclusion</p> <p><u>In-Class</u></p> <ul style="list-style-type: none"> <li>- Highlight key parts of the video training and have a discussion about the training modules: What questions do you have? What did you find challenging? What was easy?</li> <li>- Do the practice scoring activities from the training in-class. Make sure they are comfortable with each measure they will be giving.</li> </ul>	<p>Assessment Quiz 4 Check on all measures you will be giving for CBM project</p>
<u>Week 8</u>	<p><u>Tier 1—The Universal Tier</u></p> <ul style="list-style-type: none"> <li>-MTSS review with focus on Tier 1 <ul style="list-style-type: none"> <li>- Definition of the Universal Tier</li> <li>-History in Ohio (OISM to MTSS)</li> <li>-Tier 1 Assessments: Screening Targets by grade level</li> <li>-Determining the effectiveness of Tier 1</li> </ul> </li> <li>-How to strengthen Tier 1: <ul style="list-style-type: none"> <li>- Preview the R-TFI-Elementary and Secondary tools (MIBLSI tools)</li> <li>-Action Planning -- Systems level problem solving (connect to Ohio Improvement Process and how OH schools do this)</li> <li>- Importance of Building Teams and continuous monitoring and improvement</li> </ul> </li> </ul>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>-Review ODE Ohio Literacy webpage regarding MTSS in OH <a href="http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Ohio-s-Literacy-Toolkits/District-School-and-Teacher-Support-Toolbox#MTSS">http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Ohio-s-Literacy-Toolkits/District-School-and-Teacher-Support-Toolbox#MTSS</a></li> </ul> <p><u>In-Class Discussion and Activities:</u></p> <ul style="list-style-type: none"> <li>-Review MIBLSI's Reading Tiered Fidelity Inventory—focus on Tier 1 &amp; looking at what is effective Tier 1 <a href="https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi">https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi</a></li> </ul>	
<u>Week 9</u>	<p><u>Tier 1 and Analyzing Screening Data to Guide Instruction &amp; Intervention</u></p> <ul style="list-style-type: none"> <li>-Grouping worksheets</li> <li>-Differentiating instruction</li> <li>-Small group vs. Whole Group Instruction for Reading: High quality learning targets</li> <li>-Analyzing screening results</li> <li>-Using screening results to plan instruction:</li> </ul>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>-FCRR (2008) article</li> <li>-Archer &amp; Hughes (2011)-Chapter 1</li> <li>-Reading intro. and preview Acadience Reading Grouping Worksheets document: <a href="https://acadiencelearning.org/AcadienceReading_GroupingWorksheets.pdf">https://acadiencelearning.org/AcadienceReading_GroupingWorksheets.pdf</a></li> </ul>	<p><u>Activity 4:</u> Each group will be given a class list of screening data for different grade levels and asked to imitate a grade-level team and analyze the data and plan for reading instruction.</p>

	<ul style="list-style-type: none"> <li>- multiple gated approach to screening</li> <li>- differentiation</li> <li>- needs for intervention.</li> <li>-Explaining results to parents/guardians</li> </ul>	<p><u>In Class Activity:</u></p> <ul style="list-style-type: none"> <li>-Practice in small groups sharing results with students’ parents/families.</li> <li>-Differentiation for small-group instruction—Activity 4</li> </ul>	<ul style="list-style-type: none"> <li>-What does the data say about how Tier 1 is working?</li> <li>-Use Acadience Reading worksheets to place students in groups.</li> <li>-Discuss the instructional needs of each group—what would instruction look like for them?</li> <li>-Looking at the screening data: Who Needs Tier 2? What types of Tier 2 interventions are needed for this grade level?</li> <li>-how would you share this data with parents?</li> </ul>
<p><u>Week 10</u></p>	<p><u>Tier 2: Targeted Intervention with Strong Core Instruction</u></p> <ul style="list-style-type: none"> <li>- MTSS review with focus on Tier 2 <ul style="list-style-type: none"> <li>- Definition and purpose of tier 2</li> </ul> </li> <li>- Ohio’s Third Grade Reading Guarantee <ul style="list-style-type: none"> <li>- What it is, connection to MTSS, intervention requirements</li> </ul> </li> <li>- Cognitive Model of Assessment to guide assessment and intervention planning.</li> <li>- How it looks across grade levels <ul style="list-style-type: none"> <li>- Types of assessments (overview)</li> <li>- Research-Based Interventions and components of effective intervention design</li> </ul> </li> </ul>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>-Review ODE Third Grade Reading Guarantee—Teacher Resources <a href="http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-Teacher-Resources">http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-Teacher-Resources</a></li> </ul> <p><u>In-Class Discussion and Activities:</u></p> <ul style="list-style-type: none"> <li>-Third grade reading guarantee discussion.</li> <li>-Sharing reflection from CBM project in small groups</li> <li>- Review MIBLSI’s Reading Tiered Fidelity Inventory—focus on Tier 2 and looking at what are effective Tier 2 practices</li> </ul>	<p>CBM Assessment Project Due</p>

		<a href="https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi">https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi</a>	
<p><u>Week 11</u></p>	<p><u>Tier 2: Intervention-Based Diagnostic Assessment Connected to Intervention Design: Word Recognition</u></p> <ul style="list-style-type: none"> <li>-Research-Based Tier 2 interventions for word recognition concerns—Review key components <ul style="list-style-type: none"> <li>- Highlight research based programs</li> <li>- connected to Teaching Reading Sourcebook and quality web resources for interventions</li> </ul> </li> <li>-Purpose of Intervention-Based Diagnostic assessment</li> <li>-Multi-Gated Screening for older students.</li> <li>-Importance of sharing with parents and getting their input</li> <li>-Use of the Cognitive Model—Question-driven assessment process to guide intervention design.</li> <li>-Exploring assessments to answer: <u>Can this student Decode?</u> <ol style="list-style-type: none"> <li>1. Oral Reading and Fluency in Context Assessments <ul style="list-style-type: none"> <li>- Oral Reading Fluency</li> <li>- Survey Level Assessment</li> <li>- Informal Reading Inventories--Cautions</li> <li>- Issues of Readability/Reading Level</li> <li>- Running Records <ul style="list-style-type: none"> <li>- Problems with Miscue analysis and why we don't use them</li> </ul> </li> </ul> </li> <li>2. Decoding &amp; Spelling Knowledge <ul style="list-style-type: none"> <li>- Orthographic Mapping and new ideas about sight words</li> <li>- Phonics Inventories</li> <li>- Spelling Inventories</li> </ul> </li> </ol> </li> </ul>	<p><u>Homework:</u></p> <p>McKenna &amp; Stahl (2015)</p> <ul style="list-style-type: none"> <li>-Chapter 3: IRI and Other Measures of Oral Reading</li> <li>-Chapter 6: Fluency</li> <li>-Chapter 5: Word Recognition &amp; Spelling</li> <li>-Chapter 4: Emergent Literacy</li> </ul> <p><u>In Class Activities</u></p> <p>Practice giving key assessment from the McKenna &amp; Stahl book or an equivalent given in class.</p> <ul style="list-style-type: none"> <li>- Survey Level Assessment</li> <li>- Phonics Inventory</li> <li>- Spelling Inventory</li> <li>- Phonological Awareness</li> </ul> <p>Discuss how these would be linked to instructional needs. Link to interventions both formal (bring in examples of strong research based programs to highlight and explore) and informal (Teaching Reading Sourcebook, Intervention Central Website, Florida Center for Reading Research Website)</p>	<p><u>Activity 5:</u></p> <p>Word Recognition Assessment Practice</p> <ol style="list-style-type: none"> <li>1. Practice giving the assessment.</li> <li>2. Practice how you would share the results with a parent (role play in small groups)</li> </ol>

	<p>3. Phonological Awareness &amp; Print Concepts</p> <ul style="list-style-type: none"> <li>- Phonological Awareness K-1, 2 and up</li> </ul>		
<p><u>Week 12</u></p>	<p><u>Tier 2: Intervention-Based Diagnostic Assessment Connected to Intervention Design: Language Comprehension</u></p> <ul style="list-style-type: none"> <li>-Research-Based Tier 2 interventions for language comprehension &amp; comprehension— Review key components</li> <li>- Highlight research based programs</li> <li>- connected to Teaching Reading Sourcebook and quality web resources for interventions</li> <li>-Purpose of Intervention-Based Diagnostic assessment</li> <li>-Use of the Cognitive Model— Question-driven assessment process to guide intervention design.</li> <li>-Exploring assessments to answer: <u>Can this student comprehend grade level language: orally and then, in print?</u></li> </ul> <ol style="list-style-type: none"> <li>1. Comprehension Assessment <ul style="list-style-type: none"> <li>- Types of comprehension assessments and challenges associated with each (questions, retell, maze, cloze)</li> <li>- Issues of Readability/Reading Level (again)</li> <li>- Addressing comprehension difficulties (connected to decoding, knowledge, vocabulary, attention, strategies)</li> </ul> </li> <li>2. Assessing Vocabulary &amp; Background Knowledge <ul style="list-style-type: none"> <li>- Informal Reading Inventory (Questions)</li> <li>- Vocabulary Assessments</li> </ul> </li> </ol>	<p><u>Homework:</u> McKenna &amp; Stahl (2015)</p> <ul style="list-style-type: none"> <li>-Chapter 3: Focus on IRI information</li> <li>-Chapter 7: Comprehension</li> <li>-Chapter 8: Strategic Knowledge</li> </ul> <p><u>In-Class Activities:</u> Practice giving key assessment from the McKenna &amp; Stahl book and ones given in class.</p> <ul style="list-style-type: none"> <li>- Informal Reading Inventory (read to the child and they read—when you do what)</li> <li>- Vocabulary Assessment</li> <li>- ORF &amp; Retell –focus on insights into comprehension and strategic knowledge</li> <li>- Student Interview</li> </ul> <p>Discuss how these would be linked to instructional needs. Link to interventions both formal (bring in examples of strong research based programs to highlight and explore) and informal (Teaching Reading Sourcebook, Intervention Central Website, Florida Center for Reading Research Website)</p>	<p><u>Activity 5:</u> Comprehension Assessment Practice</p> <ol style="list-style-type: none"> <li>1. Practice giving the assessment.</li> <li>2. Practice how you would share the results with a parent (role play in small groups)</li> </ol>

	<ul style="list-style-type: none"> <li>- Using ORF with Retell: Prosody, Words they struggle with, quality of retell</li> </ul> <p>3. Assessing strategic knowledge</p> <ul style="list-style-type: none"> <li>- student interviews</li> <li>- observing oral reading</li> </ul>		
<u>Week 13</u>	<p><u>Progress Monitoring: Tier 2 &amp; Tier 3</u></p> <p>Using Progress Monitoring Assessment Data to Evaluate and Improve Instruction</p> <ul style="list-style-type: none"> <li>- Purpose</li> <li>- What is needed</li> <li>- Which skills to PM (connect back to global outcome measure)</li> <li>- How it looks across grade levels</li> <li>- Technical Adequacy</li> <li>- Setting up and interpreting graphs <ul style="list-style-type: none"> <li>- Goal setting, aimline, baseline vs. intervention data, phase change lines</li> </ul> </li> </ul> <p>-Sharing information with parents/guardians.</p>	<p><u>Homework:</u></p> <p>-Prepare for reading intervention assignment</p> <p><u>In Class:</u></p> <p>-Graphing Activity: given a set of data—baseline and intervention: set up a graph with the following: all data graphed, goal line, aimline, phase change lines.</p> <p>-Share results with a problem-solving team that includes a parent/guardian.</p>	<p><u>Activity 7: Graphing activity</u></p> <ol style="list-style-type: none"> <li>1. Complete graphing activity to graph the data.</li> <li>2. Role play sharing data with problem solving team including a parent.</li> </ol>
<u>Week 14</u>	<p><u>Tier 3: Intensive Intervention with Core Instruction</u></p> <ul style="list-style-type: none"> <li>- MTSS review with focus on Tier 3 <ul style="list-style-type: none"> <li>- Definition and purpose of tier 3</li> </ul> </li> <li>- How it looks across grade levels</li> <li>- Collaborative Problem Solving for individual students to plan Tier 3 interventions</li> <li>- Collaborating with families <ul style="list-style-type: none"> <li>- How to truly include parents/families</li> <li>- Importance of their perspective and information</li> <li>- Power of home component to intervention</li> </ul> </li> </ul>	<p><u>Homework:</u></p> <p>-Prepare for Reading Interventions Assignment</p> <p><u>In Class Discussion and Activities:</u></p> <ul style="list-style-type: none"> <li>- Review MIBLSI’s Reading Tiered Fidelity Inventory—focus on Tier 3 &amp; looking at what are effective Tier 3 practices</li> </ul> <p><a href="https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi">https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi</a></p> <p>-Reading Intervention Project Presentations Begin</p>	<p>Reading Interventions Assignment Due</p>

	<ul style="list-style-type: none"> <li>- Working to understand culture &amp; context</li> <li>- Working with a translator.</li> <li>- What if the team suspects a disability? Role &amp; feelings of a parent/guardian.</li> </ul>		
<u>Week 15</u>	<u>MTSS and Reading Disability</u> <ul style="list-style-type: none"> <li>- Types of Reading Disability</li> <li>- Simple View of Reading</li> <li>- Reading Comprehension</li> <li>- Dyslexia</li> <li>- Working with families</li> <li>- Issues of Over-representation</li> <li>- IDEA</li> <li>-Identification practices <ul style="list-style-type: none"> <li>- Discrepancy formula and why it is not used.</li> <li>- RTI data</li> </ul> </li> <li>- Clinical Diagnostic Assessment: Norm Referenced Testing</li> <li>-Dyslexia</li> <li>- Myths and realities</li> <li>- Effectiveness research</li> </ul>	<u>Homework:</u> Read the following Fact Sheets on IDA’s Website: <a href="https://dyslexiaida.org/fact-sheets/">https://dyslexiaida.org/fact-sheets/</a> <ul style="list-style-type: none"> <li>- Dyslexia Basics</li> <li>- Dyslexia Assessment</li> <li>- Effective Reading Instruction for Students with Dyslexia</li> <li>- When Educational Promises are Too Good to Be True</li> </ul> <u>In Class:</u> -Reading Intervention Project Presentations Finish	
<u>Week 15</u>	Wrap Up Week and Prepare for Exam	<u>For Homework:</u> Exam Review  <u>In-Class:</u> Final Exam Review	
<u>Week 16</u>  <u>Exam Week</u>			

**Alternative Texts that Could be Used/Considered—Great Support Texts**

Spear-Swerling, L. (2015). *The power of RTI and reading profiles: A Blueprint for solving reading problems*. Baltimore: Brookes.

Core Literacy Library (2008). *Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement*. Oakland: Arena Press. (Great source for intervention based diagnostic measures)



### **Alternative Texts/Readings that Could be Used**

Moats, L. (2019). Structured literacy™: Effective instruction for students with dyslexia and related reading difficulties. *PERSPECTIVES on Language and Literacy*, 45(2).

### **Great General Reading Assessment/Intervention Resources for the instructor**

Farrall, M. L. (2012). *Reading Assessment: Linking language, literacy and cognition*. New Jersey: Wiley.

Kilpatrick, D. A. (2016). *Essentials of assessing, preventing, and overcoming reading difficulties*. New Jersey: Wiley.

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York: Guilford.

Rathvon, N. (2004). *Early reading assessment: A practitioner's handbook*. New York: Guilford.

### **Note to Instructors of this Course:**

The McKenna and Stahl (2015) book is a very straight forward resource about assessment and also includes a number of helpful informal assessments. It is due to have a 4<sup>th</sup> edition release in Dec. of 2019. Below, listed by course week, additional resources are outline that could be used by the instructor of the course to create lectures/content for that specific week. Also, activities noted in the week are further explained.

- Week 1: What Should We Be Assessing and Teaching?
- Simple View of Reading & Reading Rope: Gough & Tunmer (1986) and Scarborough, H. S. (2001).
- Tolman, C. (2005). Working smarter not harder: What teachers of reading need to know and be able to teach. *Perspectives, Fall*, 16-24.
- Overview of MTSS: McIntosh and Goodman (2016) book is a great one. It is filled with worksheets to guide MTSS work that could be used for activities at different points in the class.
- Linan-Thompson, S., & Ortiz, A (2009). Response to intervention and English-language learners: Instructional and Assessment Considerations. *Seminars in Speech and Language*, 30(20).
- National Center on Response to Intervention (2010). *Essential Components of RTI—A Closer Look at Response to Intervention*.
- IRIS website around MTSS/RTI  
<https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>
- RTI Action Network: <http://www.rtinetwork.org/>
- Ohio Department of Education – 2018 Literacy Academy Resources

MTSS Presentation: [https://www.youtube.com/watch?v=v5Siuh65f70&list=PLDB1C5-YO\\_jgfx1CRGnZbse1g0tKnhQw0&index=4&t=0s](https://www.youtube.com/watch?v=v5Siuh65f70&list=PLDB1C5-YO_jgfx1CRGnZbse1g0tKnhQw0&index=4&t=0s)

- Weeks 2 - 7: Intro. to Reading Assessment, Screening, CBM
  - Farrall (2012) book is a great one for more depth about assessment. It is a great graduate-level textbook and resource for building lectures.
  
  - Activity 1: Applying the Cognitive Model. The idea behind this activity is to practice using the cognitive model with straightforward scenarios that the instructor gives to candidates. Have the participants use the cognitive model as they do this activity—following the progression of questions. You could do this as a guided whole group or small groups with cards that are given out as candidates ask questions. I would suggest having cards ready so as participants ask questions they are given a card with the results that leads them to the next question, and so on.
    - o Example: On a measure of reading comprehension, an 8<sup>th</sup> grader scores at the 5<sup>th</sup> percentile. What question do you ask first? (Can the student decode?). What do you look at first? (Fluency). Fluency card: Student is not reading fluently at their grade level and making a lot of errors. What do you look at next? (phonics skills).
  
- CBM articles:
  - Fuchs, L.S., Fuchs, D. Hosp, M.K., & Jenkins, J. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading Research*, 5(3), 239-256.
  - Good, R.H., Simmons, D.C., & Kame'enui, E.J. (2009). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading Research*, 5(3), 257-288.
  - Kame'enui, E. J., Fuchs, L., Francis, D. J., Good, R. H., O'Connor, R. E., Simmons, D. C., Tindal, G., & Torgesen, J. K. (2006). The adequacy of tools for assessing reading competence: A framework and review. *Educational Researcher*, 35(4), 3-11.
  - Parisi, D. M., Ihlo, T., & Glover, T. A. (2014). Screening within a multitiered early prevention model: Using assessment to inform instruction and promote students' response to intervention. In Kettler, R. J., Glover, T. A., Albers, C. A., & Feeney-Kettler, K. (Eds.). *Universal Screening in Educational Settings: Identification, Implementation, and Interpretation*. Washington, DC: American Psychological Association.
  
- The quizzes across these weeks are aimed at making sure candidates have watched the training videos (if this is how you do it) and prepared to work on mastering the

assessment procedures. Class time should be spent clarifying tricky parts and doing guided practice.

- Resources for CBM Project: The idea behind the CBM project is for students to receive full training on a set of standardized reading measures that they can use for universal screening and progress monitoring. The point should be made that once you are trained on one set of measures (e.g., Acadience) you can easily pick up other CBM systems (e.g., AimsWeb). Whichever measure you choose will include the same basic elements of the project. For the purpose of illustration, we have chosen Acadience (formerly known as DIBELS) K-6 reading measures. Acadience was chosen because the measures have strong technical adequacy for screening and progress monitoring, they are free, and if you email the organization the instructor can have free access to training videos for themselves and for participants.

- Options for CBM Project

Acadience: <https://acadiencelarning.org/>

- o Contact them for access to training

EasyCBM: <https://www.easycbm.com/>

AimsWeb:

<https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/aimswebPlus/p/100000519.html>

- Week 8: Tier 1

- Gibbons, K., Brown, S. & Niebling, C. (2019). *Effective Universal Instruction: An action-oriented approach to improve Tier 1*. New York: Guilford.

- o This is an excellent resource about Tier 1! Great source for building lectures and for finding passages for participant reading assignments.

- McIntosh & Goodman (2016) book mentioned in general resources

- OISM article—discusses Ohio’s history with RTI—we have a long history!

- ODE Ohio Literacy Webpage—mentioned in general resources

- Forman & Torgesen. (2001). Critical elements of classroom and small group reading instruction promote reading success in all children. *Learning Disabilities Research and Practice*, 16(4), 203-212.

- Student Center Activities: [https://ferr.org/resources/resources\\_sca.html](https://ferr.org/resources/resources_sca.html)

Differentiation—How to do it K-3 (focus is on K-3 resources but, the information is applicable across elementary and middle school)

<http://www.fcrr.org/assessment/ET/diff/diff.html>

- Activity 4: The purpose is for participants to practice analyzing screening data and articulating what the data mean in terms of instruction.
  
- Weeks 10 - 12: Tier 2
  - Week 10: Why we don't use miscue analysis. This article explains the problems with the three-cueing model (Whole Language Model): Hempenstall, K. (2006). The three-cueing model: Down for the count? Education News. [www.ednews.org/articles/4084/1/The-three-cueing-model--Down-for-the-count/Page1.html](http://www.ednews.org/articles/4084/1/The-three-cueing-model--Down-for-the-count/Page1.html)
  
  - The Core Literacy Multiple Assessment book listed has some useful assessments across all essential components of reading. It is a valuable resource to have, and might be worth having participants buy.
  
  - Really Great Reading Company has a useful set of phonics inventories that can be used K-12 and they are free! They also have a good foundational skills assessment for PreK-K.
  
  - Kilpatrick, D.A. (2016). *Equipped for Reading Success: A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition*. Syracuse, NY: Casey & Kirsch Publishers.  
Useful resource for PA interventions and assessments.
  
  - Lang, L., Torgesen, J., Vogel, W., Lefsky, E., & Petscher, Y. (2009). Exploring the relative effectiveness of reading interventions for high school students. *Journal of Research on Educational Effectiveness*, 2, 149-175.
  
- Week 14: Tier 3

National Center for Intensive Interventions: <https://intensiveintervention.org/>

Hasbrouck, J., & Denton, C. (2010). *The Reading Coach2: More tools and strategies for student-focused coaches*. Boston: Voyager Sopris.

  - o This is a wonderful source for collaborative problem-solving tools and support.
  
- Week 15: Reading Disability & MTSS
  - Resources for Reading Disability
    - International Dyslexia Association: <https://dyslexiaida.org/>
    - IDEA: <https://sites.ed.gov/idea/regs/b/a/300.8/c/10>
    - NCLD: <https://www.nclld.org/>
    - Ohio: <http://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities/Specific-Learning-Disability>

-Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia & other reading problems*. The International Dyslexia Association.

Articles:

- Gough, P. B. & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.
- Lyon, R., Shaywitz, S., & Shaywitz, B. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14.
- Reschly, D. J. (2014). Response to intervention and specific learning disabilities. *Topics in Language Disorders*, 34, 39-58.
- Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for reading instruction for older students with learning disabilities. *Learning Disabilities Research & Practice*, 23, 63-69.
- Rivera, M. O., Lesaux, N. K., & Francis, D. J. (2009). *Language and reading interventions for English language learners and English language learners with disabilities*. Center on Instruction.
- Vellutino, F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry*, 45, 2-40.

## **Appendix**

### **Professional Learning Standards Addressed in this Course:**

**The International Dyslexia Association**

**Ohio Standards for the Teaching Profession (OSTP)**

**Council for Exceptional Children (CEC)**

**National Association for the Education of the Young Child (NAEYC)**

**National Council of Teachers of English/International Literacy Association (NCTE/ILA)**