READING UNIVERSE

All About Teaching Reading & Writing

Syllabus 4: Linking Reading Assessment and Instruction

Part of a Four Model-Course Syllabi for College and University Faculty

Developed by Dr. Stephanie Stollar

Syllabus 4: Linking Reading Assessment and Instruction
Educator Preparation Program

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SECTION 1: USING THE SERIES

INTRODUCTION

This model syllabus is developed for educator preparation programs to support the teaching of evidence-based literacy practices to teacher candidates. It is designed to illustrate how these components of literacy instruction can be integrated into coursework. It is part of a four-course syllabus series prepared for Reading Universe by Dr. Stephanie Stollar, consultant, author, and founder of the Reading Science Academy.

SAMPLE COURSE SEQUENCE

	Course 1	**Course 2**	**Course 3**	**Course 4**
Title	Foundations of Evidence-Based Reading Instruction	Teaching Word Recognition	Teaching Language Comprehension	Linking Reading Assessment and Instruction
Credit Hours	3	3	3	3
Duration	15 weeks	15 weeks	15 weeks	15 weeks
Prerequisites	None	Course 1	Course 2	Course 3

You are welcome, and encouraged, to copy and paste this syllabus into your own format for your courses. Organized into a 15-week course, this syllabus includes:

- A course description

- Required student resources

- Weekly objectives aligned to the **International Dyslexia Association Knowledge and Practice Standards** (KPS) to ensure teacher candidates have both the knowledge and skills to teach students to read proficiently

- Suggested assignments that align to the weekly topics and objectives. You will find a **Focus Notes Template** to use as you design the assignments for the full course.

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SECTION 2: COURSE SYLLABUS

DESCRIPTION

This course provides a comprehensive overview of assessment, intervention, and collaboration practices essential for supporting struggling readers within a multi-tiered systems of support (MTSS) model. You will develop skills necessary for selecting, evaluating, and implementing research-based assessments for multiple purposes, including screening, diagnostic, progress monitoring, and outcome assessments. Through hands-on practice, you will learn to reliably administer assessments and gain proficiency in utilizing tools to inform your instruction.

You will also learn how to effectively communicate results and collaborate to clearly intervene based on student needs. Throughout the course you will examine the MTSS model for prevention and remediation of reading difficulties while addressing the characteristics of reading disabilities such as dyslexia. By the end of the course, you will be prepared as a skilled practitioner of literacy assessment and intervention.

REQUIRED STUDENT TEXTBOOKS

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Arena Press/CORE.

Archer, A. L. & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

Good, R. H. & Kaminski, R. A. (2020). *Acadience reading K–6 assessment manual*. Acadience Learning.

OBJECTIVES

By the end of this course, learners will be able to:

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 graphical data.

4. Demonstrate knowledge of how to collaborate with parents as partners in assessment and educational decision-making.

5. Demonstrate knowledge of how to design effective reading interventions for a variety of reading concerns across grade levels.

6. Demonstrate knowledge of and skill in implementing informal research-based reading assessments (screening, diagnostic, and progress monitoring) and intervention practices.

7. Demonstrate how to use intervention data in decisions regarding special education referral and review.

8. Explain the multi-tiered systems of supports (MTSS) model for the prevention and remediation of reading problems.

9. Explain characteristics of reading disabilities (dyslexia and others) and relevant federal and state laws pertaining to teaching children with reading disabilities.

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Week 1: Effective Instruction for All (Tier 1)

OBJECTIVES

- Understand the rationale for and adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. **(4A.3)**

Topics	Readings and Other Media	Assignments Due This Week
Review principles of effective instruction Description of tiers of instruction in MTSS Rationale for good Tier 1 instruction to reduce the need for intervention Introduce why some students need different instruction and how to intensify instruction	Archer, A. & Hughes, C. *Explicit Instruction*, "Sixteen Elements of Explicit Instruction" (p. 2–3) Honig et al., *Teaching Reading Sourcebook*, "MTSS for Reading Success" (p. 744–754) Reading Rockets **Tier 1 Instruction** Reading Rockets **Tier 2 and 3 Intervention**	No assignments for Week 1.

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Week 2: The Role of Assessments

OBJECTIVES

- Understand the differences among and purposes for screening, progress monitoring, diagnostic, and outcome assessments. **(3.1)**

- Know and use in practice informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing. **(3.6)**

- Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed). **(3.2)**

- Interpret basic statistics commonly used in formal and informal assessments. **(3.3)**

- Understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measurements (CBMs), including graphing techniques. **(3.5)**

Topics	Readings and Other Media	Assignments Due This Week
Review purposes of assessment in MTSS Testing basics (standardization, reliability, validity, etc.) Curriculum-Based Measurement (CBM)	Honig et al., *Teaching Reading Sourcebook*, "MTSS for Reading Success" (p. 752–754) Reading Universe **Four Step Assessment Decision Making Chart** McLane, K. **Fact Sheet: Benefits of Curriculum-Based Measurement** Reading Rockets	Take **focused notes** on *Teaching Reading Sourcebook*: "MTSS for Reading Success" Quiz Match the characteristics to the purposes of assessment State the differences between and relationship among test reliability and validity

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Week 3: Screening Assessments

OBJECTIVES

- Know and use well-validated screening tests designed to identify students at risk for reading difficulties. **(3.4)**

Topics	Readings and Other Media	Assignments Due This Week
Foundations of *Acadience Reading K-6*	Good, R. & Kaminski, R. **Acadience Reading K–6 Assessment Manual**, Chapter 1: "Introduction to Acadience Reading" (p. 1–13) Good, R. & Kaminski, R. **Acadience Reading K–6 Assessment Manual**, Chapter 2: "Guidelines for Administering and Scoring *Acadience Reading*" (p. 14–22) *Acadience Reading* training materials available by contacting **info@acadiencelearning.org**	Take focused notes on *Acadience Reading K-6 Assessment Manual*: Chapter 1 Quiz State the main characteristics of CBMs such as Acadience Reading and why they are more useful for universal screening than Computer Adaptive Tests.

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Week 4: CBM Assessment Training: Acadience

OBJECTIVES

- Know and use well-validated screening tests designed to identify students at risk for reading difficulties. **(3.4)**

Topics	Readings and Other Media	Assignments Due This Week
Assessing letter knowledge and phonemic awareness with *Acadience Reading* Letter Naming Fluency (LNF) and Phoneme Segmentation Fluency (PSF)	Good, R. & Kaminski, R. **Acadience Reading K–6 Assessment Manual**, Chapter 7: "Phoneme Segmentation Fluency (PSF)" (p. 65–74)	Take focused notes on *Acadience Reading K-6 Assessment Manual:* Chapter 7

Quiz

Learn to give and score PSF |

Notes:

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Week 5: Using Data to Inform Phonemic Awareness Development

OBJECTIVES

- Know and apply in practice considerations for the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory, and auditory-verbal. **(4B.6)**

Topics	Readings and Other Media	Assignments Due This Week
Linking phonemic awareness assessment to planning phonemic awareness instruction	Honig et al., *Teaching Reading Sourcebook*, "Phonological Awareness" (p. 154–158)	Take focused notes on *Teaching Reading Sourcebook*: Phonological Awareness Quiz Review PSF scores and plan next steps for instruction

Notes:

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Week 6: CBM Assessment Training: Acadience

OBJECTIVES

- Know and use well-validated screening tests designed to identify students at risk for reading difficulties. **(3.4)**

Topics	Readings and Other Media	Assignments Due This Week
Assessing letter knowledge and phonemic awareness with *Acadience Reading* Letter Naming Fluency (LNF)	Good, R. & Kaminski, R. **Acadience Reading K–6 Assessment Manual**, Chapter 6: "Letter Naming Fluency (LNF)" (p. 58–64)	Take focused notes on *Acadience Reading K-6 Assessment Manual*: Chapter 6 Quiz Learn to give LNF

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Week 7: Using Data to Inform Letter-Sound Knowledge Instruction

OBJECTIVES

- Know and apply research-based principles for teaching letter formation, both manuscript and cursive **(4G.2)**

Topics	Readings and Other Media	Assignments Due This Week
Linking letter knowledge assessment to planning letter name and sound instruction	Honig et al., *Teaching Reading Sourcebook*, "Letter Knowledge" (p. 96–113)	Take focused notes on *Teaching Reading Sourcebook*: Letter Knowledge Quiz Review LNF scores and plan next steps for instruction.

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Week 8: CBM Assessment Training: Acadience

OBJECTIVES

- Know and use well-validated screening tests designed to identify students at risk for reading difficulties. **(3.4)**

Topics	Readings and Other Media	Assignments Due This Week
Assessing basic phonics with *Acadience Reading* Nonsense Word Fluency (NWF)	Good, R. & Kaminski, R. **Acadience Reading K–6 Assessment Manual**, Chapter 8: "Nonsense Word Fluency (NWF)" (p. 75–87)	Take focused notes on *Acadience Reading K-6 Assessment Manual*: Chapter 8 Quiz Learn to give and score NWF

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Week 9: Using Data to Inform Decoding and Encoding Instruction

OBJECTIVES

- Know and apply principles for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills. **(4C.2)**

- Know and apply the appropriate use of assistive technology to help students with written expression. **(4G.5)**

Topics	Readings and Other Media	Assignments Due This Week
Linking basic phonics assessment to planning basic decoding instruction	Honig et al., *Teaching Reading Sourcebook*, "Phonics" (p. 196–235)	Take focused notes on *Teaching Reading Sourcebook*: Phonics Quiz Review NWF scores and plan next steps for instruction

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Week 10: CBM Assessment Training: Acadience

OBJECTIVES

- Know and use well-validated screening tests designed to identify students at risk for reading difficulties. **(3.4)**

Topics	Readings and Other Media	Assignments Due This Week
Assessing text reading accuracy, fluency and reading comprehension with *Acadience Reading* Oral Reading Fluency (ORF)	Good, R. & Kaminski, R. **Acadience Reading K–6 Assessment Manual**, Chapter 9: "Oral Reading Fluency (ORF)" (p. 88–110)	Take focused notes on *Acadience Reading K-6 Assessment Manual*: Chapter 9 Quiz Learn to give and score ORF

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Week 11: Using Data to Inform Fluency Instruction

OBJECTIVES

- Know and apply in practice the primary techniques and methods for building reading fluency. **(4D.2)**
- Know and apply in practice the appropriate tools of assistive technology for students with serious limitations in reading fluency. **(4D.4)**

Topics	Readings and Other Media	Assignments Due This Week
Linking oral reading fluency assessment to planning text reading accuracy, fluency and comprehension instruction	Honig et al., *Teaching Reading Sourcebook*, "Fluency" (p. 374–391) Archer, A. **Modeling Retell** Archer, A. **Alternative Passage Reading Procedures**	Take focused notes on *Teaching Reading Sourcebook*: Fluency Quiz Review ORF scores and plan next steps for instruction

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Week 12: CBM Assessment Training: Acadience

OBJECTIVES

- Know and use well-validated screening tests designed to identify students at risk for reading difficulties. **(3.4)**

Topics	Readings and Other Media	Assignments Due This Week
Assessing silent reading comprehension with *Acadience* Maze Introduction to *Acadience* RAN and *Acadience* Spelling	Good, R. & Kaminski, R. **Acadience Reading K–6 Assessment Manual**, Chapter 10: "Maze" (p. 111–115)	Take focused notes on *Acadience Reading K-6 Assessment Manual*: Chapter 10 Quiz Learn to give and score Maze

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Week 13: CBM Assessment Training: Acadience

OBJECTIVES

- Know and use well-validated screening tests designed to identify students at risk for reading difficulties. **(3.4)**

Topics	Readings and Other Media	Assignments Due This Week
Acadience Reading assessment practice	Good, R. & Kaminski, R. **Acadience Reading K–6 Assessment Manual**, "Appendix F: Practice Scoring Sheets and Answer Keys" (p. 157–164)	Quiz Practice giving PSF, NWF, and ORF

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Week 14: Matching Data to Instructional Planning

OBJECTIVES

- Know and use well-validated screening tests designed to identify students at risk for reading difficulties. **(3.4)**

Topics	Readings and Other Media	Assignments Due This Week
Interpreting Acadience Reading results and matching data to instruction	Good, R. & Kaminski, R. **Acadience Reading K–6 Assessment Manual**, Chapter 3: "Interpreting *Acadience* Reading Data" (p. 23–29) Mercer, C. **Accommodating Students with Dyslexia in All Classroom Settings** Reading Rockets	Take focused notes on *Acadience Reading K-6 Assessment Manual:* Chapter 3 Quiz Review PSF, NWF and ORF scores and plan next steps for instruction Critically evaluate specific assistive technology devices/programs and their utility for a specific student

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Week 15: Interpreting Data

OBJECTIVES

- Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators. **(3.7)**

- Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers. **(3.5)**

- Know and apply effective methods for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed. **(4C.5)**

- Identify the distinguishing characteristics of dyslexia. **(2.3, 2.4)**

- Learn the fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes. **(2.5)**

- Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction. **(2.5)**

- Understand how reading disabilities vary in presentation and degree. **(2.5)**

Topics	Readings and Other Media	Assignments Due This Week
Data interpretation with case studies	Marx, et al., **Intensive Intervention: A Practitioner's Guide for Communicating with Parents and Families** National Center on Intensive Intervention	Final Exam

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LIST OF ALL STUDENT READINGS AND MEDIA ASSIGNMENTS

Archer, A. L. & Hughes, C. A. (n.d). *Alternative passage reading procedures.* [Video]. Explicit Instruction. **https://explicitinstruction.org/video-elementary/elementary-video-2/**

Archer, A. L. & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching.* Guilford Press.

Archer, A. L. & Hughes, C. A. (n.d). *Modeling retell: 1st grade* [Video]. Explicit Instruction. **https://explicitinstruction.org/video-elementary/elementary-video-8/**

Good, R. H. & Kaminski, R. A. (2020). *Acadience reading K–6 assessment manual.* Acadience Learning.

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Arena Press/CORE.

Marx, T., Peterson A., Donovan, S., Belanger, D., & Klein, E. (2018). *Intensive intervention: A practitioner's guide for communicating with parents and families.* Washington, DC: National Center on Intensive Intervention, Office of Special Education Programs, U.S. Department of Education.

McLane, K. (n.d.). *Fact sheet: Benefits of curriculum-based measurement.* Reading Rockets. **https://www.readingrockets.org/topics/assessment-and-evaluation/articles/fact-sheet-benefits-curriculum-based-measurement**

Mercer, C. (2002). *Accommodating students with dyslexia in all classroom settings* (Fact Sheet # 51). International Dyslexia Association. Retrieved from **http://www.interdys.org/ewebeditpro5/upload/Accomodating_Students_with_Dyslexia_In_All_Classroom_Settings.pdf**

Reading Rockets. (n.d.) *Tier 1 instruction.* **https://www.readingrockets.org/classroom/evidence-based-instruction/tier-1**

Reading Rockets. (n.d.) *Tier 2 and tier 3 intervention.* **https://www.readingrockets.org/classroom/evidence-based-instruction/tier-2-tier-3**

Reading Universe. (n.d.) *Four step assessment decision chart.* **https://readinguniverse.org/resources/pdf/assessment/assessment-decision-chart-informed-by-the-simple-view-of-reading**

Focused Notes Template

Focus Question	Response/Notes