

ERL 578: Instruction, Assessment, and Intervention in Literacy

School of Education and Leadership

3 Credits

Effective Date 07/01/2022

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for professors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course examines the purpose and application of assessment within the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how they relate to the strands of Scarborough's Reading Rope (2001). Candidates identify and administer research-based literacy assessments for a variety of purposes and use assessment data to inform intervention and instruction in the form of a case study project. This course includes components of state requirements for certification.

Course Outcomes

As a result of this course, students will know or be able to do the following:

- Develop understanding of the different types of reading assessments (screening, diagnostic, progress monitoring, summative) and the purpose of each
- Administer research-based assessments as appropriate for a specific subgroup or individual student and analyze results in order to develop appropriate interventions
- Develop an understanding of how assessment informs whole class instruction as well as differentiation for specific subgroups and individual students (multilingual learners, students with dyslexia, students below or far below grade level in reading)
- Analyze research-based assessment data within a case study in order to develop appropriate interventions
- Integrate knowledge of the Simple View of Reading (SVR) and Scarborough's Reading Rope (2001) when designing and implementing appropriate interventions in response to assessment data

KPS Statement

The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment.

Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk> .

Required Textbooks

*Birsh, J. R., Carreker, S., Hess, L. E., & Marzola, E. S. (2018). *Multisensory teaching of Basic language skills* (4th ed.). Paul H. Brookes Publishing Co.

Diamond, L., & Thorsnes, B. J. (2018). *Assessing reading: Multiple measures* (2nd ed.). Arena Press.

*Dougherty, S. K. A., Flanigan, K., & McKenna, M. C. (2019). *Assessment for reading instruction, fourth edition* (4th ed.). Guilford Publications.

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

*Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. John Wiley & Sons.

*eBook available for free through the CityU Online Library

Course Assignments and Grading

Reading Intervention Case Study Project (40% of Final Grade)

In this assignment, candidates analyze and summarize the unique case study of a student with a reading concern. The case study will include basic demographic information as well as screening and diagnostic assessment data. Candidates then develop two intervention activities that may be applied in a Tier 2 intervention setting. Both intervention activities must be supported by a minimum of four evidence-based resources. A template will be provided for this assignment.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Assessment Data Analysis Essay	40	Inadequate essay; two or more components of "at standard" performance either missing or in need of revision.	Brief essay; one component of "at-standard" performance is either missing or in need of revision.	Detailed essay, 1-2 pages in length that includes: analysis of student performance, targeted area of growth identified and aligned to the data, description of implementation plan, detailed discussion of how the assessment data applies to Scarborough's Rope.	At standard, plus includes a description of how assessment data will be shared with both student and family.
Intervention Activities (2)	50	Unorganized intervention activities, few components well developed; unclear rationale, evidence-based references missing	Somewhat organized, targeted intervention activities, some components well developed; rationale brief and/loosely connected to evidence-based references	Organized, targeted intervention activities, all components well developed; clear rationale supported by at least 4 evidence-based references	At standard plus develops a student-friendly learning plan with goal setting and/or self-monitoring opportunities for students

Research, Organization, and Conventions	10	Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less research-based literacy resources used and cited in APA format	Some writing errors interfere with clarity and/or professionalism and/or represent inappropriate modeling for students; three research-based literacy resources used and cited in APA format	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; four research-based literacy resources used and cited in APA format	At standard, plus serves as an outstanding model for students; six or more scholarly resources used and cited in APA format
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Literacy Assessment Portfolio (40% of Final Grade)

Summary:

In this assignment, candidates conduct in-depth research into the different types of assessments (screening, diagnostic, progress monitoring, outcome) the purpose and utility of each assessment, and how each type of assessment may serve the strands of Scarborough’s Reading Rope and the integration of skills that lead to overall reading proficiency. Additionally, candidates will choose three reliable, evidence-based literacy assessments to analyze and summarize, as well as one assessment utilized in a school/district of choice. The product of this research will be a presentation aimed at a specific audience or presented as professional development to a group of peers.

In-Depth Explanation:

You will be creating a presentation using PowerPoint, Google Slides, or Prezi for a specific audience. This presentation must be in APA format, and include a minimum of 6 scholarly references.

The presentation must include in-depth research on each of the following literacy assessment types: screening, diagnostic, progress monitoring, and outcome AND an assessment audit that includes an analysis and summary of four evidence-based assessments (three of your choosing + one used in a district/school of choice).

For each assessment type, include:

1. An in-depth summary
2. The purpose and utility of the assessment

3. How the administration and resulting data of the assessment may serve the strands of Scarborough's Reading Rope and the integration of skills that lead to overall reading proficiency.
4. A list of available assessments (minimum of 3 for each assessment type)

For the assessment audit, analyze and summarize each of the following:

1. Choose three commercially available assessments
2. Choose one assessment available in a specific district/school

Use the Assessment Audit tool to guide your analysis. This tool may be used to determine which essential skill area is assessed for each of the four required assessments.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Assessment	30	Brief summary of less than four assessment types; two or more components of "at standard" performance either missing or in need of revision.	Brief summary four assessment types; one component of "at-standard" performance is either missing or in need of revision.	In-depth summary of four assessment types (screening, diagnostic, progress monitoring, and outcome); each summary includes what, why, how, and when	At standard, plus includes a detailed comparison of two or more of the assessment types.

Analysis	30	Inadequate analysis of the purpose and utility of each assessment type; two or more components of “at standard” performance either missing or in need of revision.	Brief analysis of the purpose and utility of each assessment type; one component of “at-standard” performance is either missing or in need of revision.	In-depth analysis of the purpose and utility of each assessment type; in-depth discussion of how the assessment data from each assessment type may serve the strands of Scarborough's Rope (word recognition and/or language comprehension)	At standard, plus includes a description of how and/or why the assessment data may be shared with student and/or family
Assessment Audit	30	Inadequate summary and analysis; only one to two assessment types included	Brief summary and analysis; less than three different assessment types included.	In-depth summary and analysis of four assessments; at least three different assessment types included.	At standard plus includes a critical analysis of one or more assessment and/or a discussion of how the assessment(s) may be more culturally responsive.
Research, organization, and conventions	10	Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less resources used and cited.	Some writing errors interfere with clarity and/or professionalism and/or represent inappropriate modeling for students; three resources used and cited.	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; five evidence-based resources used and cited	At standard, plus serves as an outstanding model for students; six or more evidence-based resources used and cited

Participation, Engagement, and Essential Dispositions (20% of Final Grade)

Candidates should participate and engage in all classwork, including required assignments, accountable reading, discussion board modules, activities, quizzes, checks for understanding, and any other instructor-determined assignment. Candidates should work to meet City University Essential Dispositions and [KPS Standard 5: Professional Dispositions and Practices](#) criteria not only in the field, but also in their coursework, whether online or in person.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Participation and Engagement	50	Does not adequately engage in assignments, accountable readings, and discussion board modules. Frequently chooses not to collaborate with others.	Engages in assignments, accountable readings, and discussion board modules with superficial thought or preparation. Collaborates with others in a way that advances understanding for just the candidate.	Engages in assignments, accountable readings, and discussion board modules with substantive thought or preparation. Collaborates with others in a way that advances understanding for both the candidate and others.	Engages assignments, accountable readings, and discussion board modules with substantive thought or preparation and expands on the topic. Collaborates with a variety of others in a way that contributes effectively.
Essential Dispositions	50	Occasionally or consistently struggles to meet criteria for several essential dispositions.	Occasionally struggles to meet criteria for two essential dispositions, or consistently struggles to meet criteria in one essential disposition.	Meets criteria for essential dispositions (equity literacy, build relationships and collaborative practice, engage in self-reflection for personal and professional growth, uphold professional and ethical standards) and KPS Standard 5: Professional Dispositions and Practices (5.1-5.10)	At Standard, plus, exhibits especially strong skills in at least one essential disposition.

Course Calendar

Module	Objective/ Topic Major Assignment Focus	Accountable Readings/Videos/On-line modules	Assignments/Activities	Check for Understanding
1 Zoom Session 1	<p>Literacy Assessment Portfolio</p> <ul style="list-style-type: none"> ● Introduction to literacy assessment ● Models of reading assessment <ul style="list-style-type: none"> ○ The cognitive model ○ The deficit model ○ The contextual model ○ The stage model ● Effective reading assessment systems ● Overview of the four types of assessment: <ul style="list-style-type: none"> ○ screening, progress monitoring, diagnostic, outcome 	<p>Required Reading: Dougherty, S. K. A., Flanigan, K., & McKenna, M. C. (2019). 1: Introduction to Reading Assessment. In <i>Assessment for reading instruction, fourth edition</i> (pp. 1–23). Guilford Publications.</p> <p>Recommended Reading: The Access Center. (2019, September 26). <i>Early reading assessment: A guiding tool for instruction</i>. Reading Rockets. Retrieved from https://www.readingrockets.org/article/early-reading-assessment-guiding-tool-instruction</p> <p><i>Types of informal classroom-based assessment</i>. Reading Rockets. (2022, July 20). Retrieved from https://www.readingrockets.org/article/types-informal-</p>	<p>Module 1 Activity: Models of Reading Assessment</p> <p>Reading Rockets. (2021, November 10). <i>Reading 101: A Guide to Teaching Reading and Writing</i>. Assessment: Introduction. Retrieved from https://www.readingrockets.org/teaching/reading101-course/modules/assessment-introduction</p> <p>Course Module: Assessment</p> <ol style="list-style-type: none"> 1. Introduction 2. Pre-Test 3. In Depth 4. In Practice 5. Assignments 6. Post-Test 	<p>Assessment of responses in Module 1 Activity</p> <p>Submit Letter of Completion for Reading Rockets Assessment Course Module</p>

	<ul style="list-style-type: none"> Assessment Sequence 	classroom-based-assessment		
2	<p>Literacy Assessment Portfolio Assessment</p> <ul style="list-style-type: none"> Deep dive: understanding the differences/purpose of screening, progress-monitoring, diagnostic, and outcome assessments Basic principles of test construction <ul style="list-style-type: none"> Reliability Validity Norm-referenced versus criterion referenced Screening versus diagnostic 	<p>Required Reading: Birsh, J. R., Carreker, S., Hess, L. E., & Marzola, E. S. (2018). 7: Assessment of Reading Skills : A Review of Select Key Ideas and Best Practices. In <i>Multisensory teaching of Basic language skills</i> (4th ed., pp. 258–292). Paul H. Brookes Publishing Co.</p> <p>Recommended Reading: Dougherty, S. K. A., McKenna, M. C., & Flanigan, K. (2019). 2: General Concepts of Assessment. In <i>Assessment for reading instruction, fourth edition</i> (pp. 24–41). Guilford Publications.</p>	<p>Required Activity: Module 2 Discussion: <i>Multisensory Instruction of Basic Language Skills</i>, Chapter 7 Reflect, Connect, and Respond Questions</p> <ol style="list-style-type: none"> 1. Explain in your own words what it means to say a given assessment has validity. What is the difference between face validity and validity? Give an example of a test that has validity and one that has face validity. 2. In your own words, describe two to three potential pitfalls teachers should be aware of when interpreting students’ standardized test scores. 3. Why is it important to use screeners to assess literacy skills in the primary grades? What skills should be assessed in kindergarten, Grade 1, and Grades 2–3? 4. Name two areas of literacy skill that are commonly measured on standardized assessments. 	<p><i>Multisensory Instruction of Basic Language Skills</i>, Chapter 7 Knowledge and Skill Assessment</p> <p>Assessment of Module 2 Discussion using the Participation, Engagement, and Essential Dispositions rubric (found in Supporting Documents folder)</p> <p>Assessment of responses in Module 2 Recommended Activity</p>

			<p>Explain why it is important to assess a student's skills in each area.</p> <p>5. List a few examples of formative assessments a teacher might use. What is the purpose of administering these formative assessments? What advantages do formative assessments have over formal, standardized measures? What are their potential shortcomings?</p> <p>Reading Rockets. (2021, November 10). <i>Reading 101: A Guide to Teaching Reading and Writing</i>. Assessment: Introduction. Retrieved from https://www.readingrockets.org/teaching/reading101-course/modules/assessment-introduction</p> <p>Course Module: Assessment</p> <p>Recommended Activity:</p> <p>Module 2 Recommended Activity: Basic Principles of Test Construction</p>	
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<p>3 Zoom Session 2</p>	<p>Literacy Assessment Portfolio Screening Assessments</p> <ul style="list-style-type: none"> • What, why, how, when • Purpose and utility • Connection to the SOR • Screening Assessment Application 	<p>Screening Resources: The Dyslexia Advisory Council. (2021). Screening Tools and Best Practices. Washington Office of Superintendent of Public Instruction. Retrieved from https://www.k12.wa.us/about-osp/workgroups-committees/currently-meeting-workgroups/washington-state-dyslexia-advisory-council/screening-tools-and-best-practices</p> <p>Johnson, E., & Pool, J. (n.d.). <i>Screening for reading problems in an RTI framework</i>. RTI Action Network. Retrieved from http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-an-rti-framework</p> <p>Jenkins, J. R., & Johnson, E. (n.d.). <i>Universal screening for reading problems: Why and how should we do this?</i> RTI Action Network. Retrieved</p>	<p>Module 3 Note-Taking Activity: Summarizing/Defining Screening Assessments</p> <p>Module 3 Application: DIBELS 8th Edition Administration Share your assessment artifacts (Benchmark Grade 1 Scoring Booklet) and diagnostic conclusions in the Module 3 Discussion Board.</p> <ol style="list-style-type: none"> 1. Is the student below, at, or above grade level according to your assessment data? 2. Which area(s) of the assessment (LNF, PSF, NWF, WRF, ORF) was a strength? 3. Which area(s) of the assessment (LNF, PSF, NWF, WRF, ORF) was an area for growth? 4. Why is fluency an important indicator of normal reading 	<p>Assessment of responses in Module 3 Note-Taking Activity</p> <p>Assessment of responses in Module 3 Application</p> <p>Assessment of Module 3 Discussion using the Participation, Engagement, and Essential Dispositions rubric (found in Supporting Documents folder)</p>

		<p>from http://www.rtinetwork.org/essential/assessment/screening/readingproblems</p> <p>Johnson, E., Pool, J., & Carter, D. R. (n.d.). <i>Screening for reading problems in grades 1 through 3: An Overview of Selected Measures</i>. RTI Action Network. Retrieved from http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-grades-1-through-3</p>	<p>development? What specific techniques or strategies could you use to build reading fluency for this particular student?</p>	
4	<p>Literacy Assessment Portfolio Diagnostic Assessments</p> <ul style="list-style-type: none"> • What, why, how, when • Purpose and utility • Connection to the SOR • Diagnostic Assessment Application 	<p>Diamond, L., & Thorsnes, B. J. (2018). Introduction to Assessing Reading. In <i>Assessing reading: Multiple measures</i> (2nd ed., pp. 5–15). Arena Press.</p> <p>Malcolm, U. (2022, March 22). <i>Evidence-based assessment in the science of reading</i>. LD@school. Retrieved from https://www.ldatschool.ca/evidence-based-assessment-reading/</p>	<p>Module 4 Note-Taking Activity: Summarizing/Defining Diagnostic Assessments</p> <p>Module 4 Application: CORE Phonics Survey Administration Share your assessment artifacts (Teacher Record Form) and diagnostic conclusions in the Module 4 Discussion Board.</p> <p>Share your assessment artifacts (Teacher Record Form) and diagnostic</p>	<p>Assessment of responses in Module 4 Note-Taking Activity</p> <p>Assessment of responses in Module 4 Application</p> <p>Assessment of Module 4 Discussion using the Participation, Engagement, and Essential Dispositions rubric (found in Supporting Documents folder)</p>

		<p>2. Diagnostic Assessments</p> <p>Hosp, M. (2022, February 14). <i>Assessing for dyslexia: What to know about diagnostic reading assessments</i>. Teacher Professional Learning Literacy, Math MTSS. Retrieved from https://www.corelearn.com/diagnostic-reading-assessments/</p>	<p>conclusions in the Module 4 Discussion Board.</p> <ol style="list-style-type: none"> 1. What is the student's level of performance (Benchmark, Strategic, or Intensive) according to the assessment data? 2. Which area(s) of the assessment was a strength? 3. Which area(s) of the assessment was an area for growth? 4. What would be your next steps, according to the assessment data? Make sure to reference a specific reading/decoding skill in your response. 	
<p>5 Zoom Session 3</p>	<p>Literacy Assessment Portfolio</p> <p>Progress Monitoring</p> <ul style="list-style-type: none"> • What, why, how, when 	<p>Dexter, D. D.,; Hughes, C. (n.d.). <i>Progress monitoring within a response-to-intervention model</i>. RTI Action Network. Retrieved from</p>	<p>Module 5 Note-Taking Activity: Summarizing/Defining Progress Monitoring Assessments</p>	<p>Assessment of responses in Module 5 Note-Taking Activity</p> <p>Assessment of responses in Module 5 Application</p>

	<ul style="list-style-type: none"> ● Purpose and utility ● Connection to the SOR ● Progress Monitoring Application 	<p>http://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model</p> <p>Fuchs, L. (n.d.). <i>Validated forms of progress monitoring in reading and Mathematics</i>. RTI Action Network. Retrieved from http://www.rtinetwork.org/essential/assessment/progress/validated-forms-progressmonitoring</p> <p>Fuchs, L., & Fuchs, D. (2013, November 14). <i>What is scientifically-based research on progress monitoring?</i> Reading Rockets. Retrieved from https://www.readingrockets.org/article/what-scientificallly-based-research-progress-monitoring</p> <p>Hasbrouck, J. (2022, February 24). <i>Screening, diagnosing, and progress monitoring for fluency: The details</i>. Reading Rockets. Retrieved from https://www.readingrockets.org/article/screening-</p>	<p>Module 5 Application: Acadience Reading K-6. Share your assessment artifacts (Scoring Practice Worksheet) and diagnostic conclusions in the Module 5 Discussion Board.</p> <ol style="list-style-type: none"> 1. Is the student below, at, or above benchmark according to your assessment data? 2. Which area(s) of the assessment (FSF, PSF, NWF, ORF) was a strength? 3. Which area(s) of the assessment (FSF, PSF, NWF, ORF) was an area for growth? 4. What would be your next steps, according to the assessment data? 	<p>Assessment of Module 5 Discussion using the Participation, Engagement, and Essential Dispositions rubric (found in Supporting Documents folder)</p>
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		diagnosing-and-progress-monitoring-fluency-details		
6	<p>Literacy Assessment Portfolio</p> <p>Outcome Evaluation</p> <ul style="list-style-type: none"> • What, why, how, when • Purpose and utility • Connection to the SOR <p>Summary and Synthesis for Literacy Assessment Portfolio Project</p>	<p>Malcolm, U. (2022, March 22). <i>Evidence-based assessment in the science of reading</i>. LD@school. Retrieved from https://www.ldatschool.ca/evidence-based-assessment-reading/</p> <p>4. Outcome Evaluation</p> <p>Review of required content in Modules 1-5</p>	<p>Major Assignment: Literacy Assessment Portfolio Project (40% of final grade)</p>	<p>Assessment of the Literacy Assessment Portfolio Project using the rubric (found in Supporting Documents folder)</p>
7 Zoom Session 4	<p>Reading Intervention Case Study</p> <p>MTSS</p> <ul style="list-style-type: none"> • What is MTSS? • MTSS vs. RTI • The purpose of assessment Tiers 1-3 • Introduction of Intervention Plan Template 	<p>Honig, B., Diamond, L., Gutlohn, L., & Cole, C. L. (2018). MTSS for Reading Success. In <i>Teaching reading sourcebook</i> (pp. 743–754). essay, Arena Press.</p> <p>Rosen, P. (2021, May 18). <i>What is MTSS?</i> Understood. Retrieved</p>	<p>Module 7 Discussion:</p> <p>1. Define the following: Response to Intervention (RTI) model, Multi-tier systems of support (MTSS) framework, Tier 1 instruction, Tier 2 Instruction</p>	<p>Assessment of Module 7 Discussion using the Participation, Engagement, and Essential Dispositions rubric (found in Supporting Documents folder)</p>

		<p>from https://www.understood.org/en/articles/mtss-what-you-need-to-know</p> <p>Tier 1: Denton, C. A. (n.d.). <i>Classroom reading instruction that supports struggling readers: Key Components for effective teaching</i>. RTI Action Network. Retrieved from http://www.rtinetwork.org/essential/tieredinstruction/tier1/effectiveteaching</p> <p>Tier 2: What Works Clearinghouse. (2013, November 7). <i>Best practice for RTI: Intensive, systematic instruction for some students (tier 2)</i>. Reading Rockets. Retrieved from https://www.readingrockets.org/article/best-practice-rti-intensive-systematic-instruction-some-students-tier-2</p> <p>Johnson, E. (n.d.). <i>How to develop an effective tier 2 system</i>. RTI Network. Retrieved from</p>	<p>2. What is the difference between RTI and MTSS? How are they related?</p>	
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		<p>http://www.rtinetwork.org/essential/tieredinstruction/tier2/how-to-develop-an-effective-tier-2-system</p> <p>Tier 3: Harlacher, J. E., Sanford, A., & Nelson, N. (n.d.). <i>Distinguishing between tier 2 and tier 3 instruction in order to support implementation of RTI</i>. RTI Action Network. Retrieved from http://www.rtinetwork.org/essential/tieredinstruction/tier3/distinguishing-between-tier-2-and-tier-3-instruction-in-order-to-support-implementation-of-rti</p> <p>Ervin, R. A. (n.d.). <i>Tier 3 - intensive, individual interventions</i>. RTI Action Network. Retrieved from http://www.rtinetwork.org/essential/tieredinstruction/tier3</p>		
8	<p>Reading Intervention Case Study Application: Screening Assessment and Survey Level Assessment</p>	<p>Good, R. H., & Kaminski, R. A. (2020). <i>Acadience reading information sheet</i>. Retrieved from https://acadiencelarning.org</p>	<p>Module 8 Activity: Part A and B: Acadience Reading K-6</p>	<p>Assessment of Module 8 Activity: Part A and B: Acadience Reading K-6 using answer key</p>

	<ul style="list-style-type: none"> Utilize in practice well-validated screening tests Interpret Screening Assessment Data 	<p>rg/wp-content/uploads/2020/08/AcadienceReading_Assessment_Manual.pdf</p> <p>Good, R. H., & Kaminski, R. A. (2020). <i>Acadience reading K–6 assessment manual - acadience learning</i>. Acadience Learning. Retrieved from https://acadiencelearning.org/wp-content/uploads/2020/08/AcadienceReading_Assessment_Manual.pdf</p> <p>Review of Materials from Module 5.</p>		
<p>9 Require d Zoom Confere nce (45 minutes per student)</p>	<p>Reading Intervention Case Study Application: Diagnostic Decoding Survey</p> <ul style="list-style-type: none"> Utilize in practice well-validated screening tests Interpret Screening Assessment Data 	<p>Really Great Reading. (2019) <i>Diagnostic decoding surveys assessment manual</i>. Retrieved from http://www.reallygreatreading.net/boost/supplemental/pdfs/~ReallyGreatReadingDiagnosticDecodingSurvey_sBOYMOYEOY_RGRDDS_050119.pdf</p> <p>Bear, D. R., Invernizzi, M., Johnston, F. R., & Templeton, S. (2021). In <i>Words their way: Word study for phonics</i>,</p>	<p>Module 9 Activity:</p> <p>Part C: Really Great Reading Diagnostic Decoding Survey</p> <p>Part D: Words Their Way Spelling Inventory</p>	<p>Assessment of Module 9 Activity:</p> <p>Part C: Really Great Reading Diagnostic Decoding Survey</p> <p>Part D: Words Their Way Spelling Inventory</p> <p>Instructor Conference:</p> <p>Sign up for a 45-minute Zoom session with your instructor to discuss assessment data (Parts A-D) and next steps (Tier 2 interventions)</p>

		<p><i>vocabulary, and spelling instruction</i> (pp. 317–329). essay, Harlow, United Kingdom.</p> <p>Review of materials from Module 4.</p>		
10	Reading Intervention Case Study	<p>Intervention Activity Resources found on pages 3-4 of the Intervention Plan Template</p> <p>Review of Structured Literacy and Multisensory literacy instruction resources from ERL 417</p>	<p>Major Assignment: Reading Intervention Case Study (40% of final grade)</p> <p>*Based on the Module 10 Activity: Intervention Plan Template</p>	<p>Assessment of the Reading Intervention Case Study Project using the rubric (found in Supporting Documents folder)</p>