



## **Foundations of Reading Assessment for Teachers and Principals**

### **Competency 3: Foundations of Assessment**

No. RL-ED-221 Grades K-12

#### **60 hours**

Participants will learn and understand how to select and administer appropriate assessments using data from multiple sources to include informal reading inventories, running records, writing samples, and performance tasks among others, to inform their planning of reading instruction to meet the needs of all students. Systemic problem solving will involve the use of a tiered instructional framework model for instructional assessment and ongoing student support to include screening, diagnosis, and progress monitoring. Participants will learn how to deliver sound, research-based instruction focused on identified student challenges. Through high quality, differentiated and research-based instructional approaches, participants scaffold learning strategy carefully with increased intensity to meet students at their identified level of performance and rate of progress as leveraged with SLOs, IEP goals, objectives and learning targets. Increased achievement and closing learning gaps are intervention priorities that will be used to intervene with strategy for Tiers II and III.

#### **Course Outcomes:**

- Understand and practice with tiered instructional models to close achievement gaps among Tiers II and III students.
- Understand the purposes of multiple informal assessment types to include reading inventories, informal assessments, and analyzing writing samples.
- Match readers to text and use data to scaffold strategy for text complexity.
- Understand and apply various measurement concepts to the characteristics of reading assessments to include test reliability, validity, standard of error of measurement, and derived scores from standardized tests.
- Apply ongoing progress monitoring effectively in order to deliver effective and timely interventions for MTSS students using effective assessment procedures.
- Use data as a systemic problem solving process to differentiate instruction, intensify instruction, and apply intervention methods to meet the needs of all students using scientifically based instructional strategies and techniques.
- Identify appropriate criteria for selection of materials to include in student portfolios for ongoing progress monitoring and implementation of curriculum with content geared toward meeting the instructional needs of Tiers II and III students using effective tiered intervention strategies.
- Use assessment data to plan and implement appropriate and allowable accommodations as determined by the student's IEP or 504 Plan.