# Assessment Strategies for Reading



## Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Assessment is a key aspect of teaching methodologies. It helps teachers monitor their students' progress over time, identify the strengths and weaknesses in their understanding and skills, evaluate the effectiveness of their teaching practices and curriculum materials, and inform important educational decisions. It is not without its challenges: time constraints and the need to avoid biases in student evaluations and align them with standards can make it difficult for teachers to properly assess their students.

In this course, we offer educators a comprehensive exploration of assessment methodologies specifically tailored to literacy instruction. Through interactive lessons and quizzes, participants gain practical skills in designing, implementing, and evaluating assessments to support student learning and growth.

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## *Course Objectives*

*Upon completion of this course, the participant will be able to:*

- Design and implement a variety of assessment strategies, including formative and summative assessments, to evaluate student literacy skills effectively.

- Gain proficiency in utilizing assessment tools such as DIBELS by understanding their features, methodology, and implications for literary instruction.

- Plan and execute formative-assessment focused lessons, integrating strategies to enhance reading fluency and comprehension in the classroom.

- Develop strategies for incorporating RTI principles into their teaching practices to support struggling readers.

- Create and evaluate various assessments, including Cloze tests, vocabulary knowledge scales, and technology-based assessments, tailored to the grade level and content area they teach.

- Support students with Dyslexia through reading assessments, ensuring inclusivity and equity in literacy instruction.

**Hours/Credits:** 60 Hours

**Target Audience:** Teachers, Educators, Literacy Specialists (K-8)



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# Assessment Strategies for Reading
## *Sequence of Study*

## Section 1: Assessment Strategies and Types (5 Hours)

- Approaches to Assessments
- Types of Assessments
- Standards-based Assessments

**Assessment:** Review key concepts with a 20 question quiz.

## Section 2: DIBELS (6 Hours)

- Components of the DIBELS Assessment
- Training in administering the DIBELS Assessment
- Features of DIBELS
- Downloadable Assessment Materials

Assessment: Write a report (1000 words) on the key features of the DIBELS Assessment.

## Section 3: Formative Assessment (9 Hours)

- What is Formative and Summative Assessment
- How to conduct and design Formative Assessments
- Strategies for building Reading Fluency

**Assessment:** Review key concepts with a 20 question quiz.
Create a formative assessment lesson for building reading fluency.

## Section 4: RTI and Literacy Interventions (7 Hours)

- RTI (Response To Intervention)
- Literacy Interventions
- Progress Monitoring

**Assessment:** Review key concepts with a 20 question quiz.
Write an article on the benefits of using the RTI approach in Literacy. (500 Words)

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## *Sequence of Study*

### Section 5: Effective Evaluations (7 Hours)

- Assessment FOR learning, Assessment AS learning, Assessment OF learning
- Section on strategies for Reading Comprehension.

**Assessment:** Write an article about how you can use all three methods to assess Reading Comprehension in your literacy classroom. Describe one strategy you can use for each of these: Assessment FOR Learning, Assessment AS Learning and Assessment OF Learning. (1000 words)

### Section 6: San Diego Reading Assessment (4 Hours)

- Training in administering the San Diego Reading Assessment
- Downloadable Assessment Materials.

Assessment: Implement the San Diego Reading assessment with a child, friend or family member (in person or online). Upload the scoring sheet and your interpretation of the results. Write a paragraph answering the question: How can using this assessment help you in your role as a teacher? (300 words)

### Section 7: Cloze (4 Hours)

- Creating a Cloze
- Administering a Cloze
- Assessing a Cloze
- Using an Online tool to create a Cloze

**Assessment:** Create a Cloze and upload a picture of the Cloze.

### Section 8: Vocabulary Knowledge Scale (5 Hours)

- Using the Vocabulary Knowledge Scale to assess Vocabulary skills.
- Downloadable assessment materials.

Assessment: Create a Vocabulary Knowledge Scale for the grade level and content area that you primarily teach. Implement the test with someone you know: a child, friend or family member. Upload a picture of the completed assessment with the score.

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## *Sequence of Study*

## Section 9: Reading Comprehension Assessments (5 Hours)

- Assessment Tools for Silent Reading, Read Alouds and Oral Reading
- Downloadable Assessment Materials

**Assessment:** Explain 1 assessment from each category (Silent Reading, Oral Reading and Read Aloud). You may also write about why you like this test, or how you hope to use it. (1000 words total)

## Section 10: Understanding Dyslexia (2 Hours)

- Signs of Dyslexia
- Challenges that students with Dyslexia face that impact Reading development.
- Approaches to support students with Dyslexia

Assessment: Review key concepts with a 10 question integrated quiz.

## Section 11: Technology-based Assessments (6 Hours)

- Technology Assessment Tools
- Learning to implement assessments using technology.
- Section on Vocabulary assessment strategies

**Assessment:** Create a technology-based assessment for assessing Vocabulary. Upload evidence of your work. It can be photos, video, or a link to an online assessment. Use the text box to paste a link or upload relevant files.

Practice Skills

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