

Florida Reading Endorsement Alignment Matrix

Competency 3

Reading Endorsement Guiding Principle: Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

New indicators are highlighted in yellow.

Competency 3: Foundations of Assessment - 60 In-service hours

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment (S=Session)	Assessment
1-013-312	Reading Endorsement: Application of Assessment				
		3.1	Performance Indicators: Understand and apply measurement concepts and characteristics of reading assessments.	<ul style="list-style-type: none"> • Assessing and Correcting Reading and Writing Difficulties – <ul style="list-style-type: none"> ○ Chapter 3: Overview of Assessment • Early Reading Assessment: A Guiding Tool for Instruction 	<ul style="list-style-type: none"> • Chapter 3 <ul style="list-style-type: none"> ○ Anticipation Guide ○ Chapter Test • What does research tell us about reading assessment? <ul style="list-style-type: none"> – Identified 3 assessment terms – Find 2 new assessment ideas, concepts, or strategies in your reading – Generate 1 question from your reading

		3.2	Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	<ul style="list-style-type: none"> • A Critical Analysis of Eight Informal Reading Inventories • Cool Tools Informal Reading Assessments • Assessment Tools 	<ul style="list-style-type: none"> • Administer informal reading inventory • Summarize and share results with class
		3.3	Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	<ul style="list-style-type: none"> • Measurement and Evaluation: Criterion versus Norm Referenced Testing 	<ul style="list-style-type: none"> • Gather FCAT information on the students in one of your classes. • Identify students by grade level and/or discipline • Present individual scores in an organized, readable way—table, spreadsheet, bar chart, etc. • Group and identify scores appropriately (norm referenced, criterion referenced, raw scores, scale scores, stanines, and levels)
		3.4	Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.	<ul style="list-style-type: none"> • A Basic Primer for Understanding Standardized Tests and Using Test Scores 	<ul style="list-style-type: none"> • Gather FAIR assessment information to cross-check the decisions you made based upon the screening data. <ul style="list-style-type: none"> ○ Class Status Report ○ Individual Student Detail Report
		3.5	Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and	<ul style="list-style-type: none"> • Assessing and Correcting Reading and Writing Difficulties – <ul style="list-style-type: none"> ○ Chapter 4: Placing Students and Monitoring Progress 	<ul style="list-style-type: none"> • Chapter 4 <ul style="list-style-type: none"> ○ Anticipation Guide ○ Chapter Test • Assessment Toolkit

			outcome measures).		
		3.6	Analyze data to identify trends that indicate adequate progress in student reading development.	<ul style="list-style-type: none"> • Assessing and Correcting Reading and Writing Difficulties – <ul style="list-style-type: none"> ○ Chapter 2: Factors Involved in Reading and Writing Difficulties • The Nation's Report Card 	<ul style="list-style-type: none"> • Chapter 2 <ul style="list-style-type: none"> ○ Anticipation Guide ○ Chapter Test • Case Study • Share data collected, identify the instructional implications of the data collected.
		3.7	Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).	<ul style="list-style-type: none"> • Assessing and Correcting Reading and Writing Difficulties – <ul style="list-style-type: none"> ○ Chapter 7: Emergent Literacy and Prevention Programs ○ Chapter 8: Teaching Phonics, High-Frequency Words, and Fluency ○ Chapter 9: Syllabic, Morphemic, and Contextual Analysis and Dictionary Strategies ○ Chapter 10: Building Vocabulary ○ Chapter 11: Building Comprehension ○ Chapter 13: Building Writing 	<ul style="list-style-type: none"> • Chapters 7, 8, 9, 10, 11, 13, 14, 15 <ul style="list-style-type: none"> ○ Anticipations Guide per chapter ○ Test per chapter • Assessments are a very valuable instrument in the classroom. • What impact do assessments have on differentiated instruction from the teacher's perspective and from the student's perspective?

				<ul style="list-style-type: none"> Strategies <ul style="list-style-type: none"> ○ Chapter 14: Tier II and III Programs for Students of All Ages ○ Chapter 15: Organization of Intervention and Corrective Programs • Making Sense of Data-Driven Decision Making in Education 	
		3.8	Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.	<ul style="list-style-type: none"> • Assessing and Correcting Reading and Writing Difficulties – <ul style="list-style-type: none"> ○ Chapter 5: Assessment of Reading and Writing Processes 	<ul style="list-style-type: none"> • Chapter 5 <ul style="list-style-type: none"> ○ Anticipation Guide ○ Chapter Test • Written Reflection: <ul style="list-style-type: none"> ○ What information will you include in your students' portfolios? ○ How often should the information be updated? ○ How could the student be involved in these decisions?
		3.9	Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	<ul style="list-style-type: none"> • Assessing and Correcting Reading and Writing Difficulties – <ul style="list-style-type: none"> ○ Chapter 3, pp. 78-79: Assessing English Language Learners ○ Chapter 10, pp. 346-348: Teaching 	<ul style="list-style-type: none"> • Chart lexiles of books students are reading • Calculate readability of textbook

				<p>Vocabulary to English Language Learners</p> <ul style="list-style-type: none"> o Chapter 13, pp. 520-523: Working with English Language Learners 	
		3.10	Identify appropriate assessments and accommodations for monitoring reading progress of all students.	<ul style="list-style-type: none"> • Assessing Reading Fluency 	<ul style="list-style-type: none"> • Read <i>Assessing Reading Fluency</i> by Tim Rasinski. • Find one statement in the article that best defines <i>fluency</i>.
		3.11	Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.	<ul style="list-style-type: none"> • No Child Left Behind: Determining Appropriate Assessment Accommodations for Students with Disabilities • No Child Left Behind: Understanding Assessment Options for IDEA-eligible Students 	<ul style="list-style-type: none"> • Develop an instructional plan for your classroom based on the data you have collected during this course. • Written reflection: <ul style="list-style-type: none"> o Are there interpretive issues related to the ESE students in your class? o What are the instructional implications? o What additional information do you need? o What are your next steps?