



RED 4541 Foundations of Assessments

Reading Competency 3

Credit Hours: Three

Pre/Co-requisites: RED 4033, RED 4342

Course Description:

This course equips students with the skills and competencies needed to identify, assess, and remediate reading difficulties in emergent, beginning, and fluent readers. Students will learn to select and administer appropriate assessments to gather meaningful data that informs targeted reading instruction. Through a systematic problem-solving approach, educators will analyze assessment results to diagnose reading challenges, including characteristics of conditions such as dyslexia, and design effective interventions. The course emphasizes progress monitoring strategies to measure student growth and refine instructional practices accordingly.

As the third of five courses leading to the Florida Department of Education Reading Endorsement, this course aligns with **Competency 3: Foundations of Assessment**, ensuring that students develop a strong foundation in data-driven decision-making to support all learners in achieving literacy success.

Instructor:

Term:

Office Hours:

Office Location:

Class Location:

Campus:

Phone:

Class Time:

E-mail:

Class Days:

National, State, and College Standards

- Florida Department of Education (FLDOE) Reading Competencies K-12
- Miami Dade College Student Learning Outcomes

Miami Dade College Student Learning Outcomes

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1. Communicate effectively using listening, speaking, reading, and writing skills.	2. Use quantitative analytical skills to evaluate and process numerical data.	3. Solve problems using critical and creative thinking and scientific reasoning.	4. Formulate strategies to locate, evaluate, and apply information.	5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.	7. Demonstrate knowledge of ethical thinking and its application to issues in society.	8. Use computer and emerging technologies effectively.	9. Demonstrate an appreciation for aesthetics and creative activities.	10. Describe how natural systems function and recognize the impact of humans on the environment.

Course Competencies:

Upon successful completion of this course, students will demonstrate an understanding of how to select and administer appropriate assessments to evaluate students' reading abilities. They will analyze assessment data to inform and differentiate reading instruction that meets the needs of all learners. Students will engage in a systematic problem-solving process to identify reading difficulties, including characteristics of conditions such as dyslexia. They will develop and implement targeted instructional interventions to support students with reading challenges and apply progress monitoring strategies to assess student growth and adjust instruction accordingly. Through data-driven decision-making, participants will enhance literacy development and promote student success.

3.1 Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.

3.2 Administer formative and summative assessments, including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.

3.3 Administer various informal reading assessments across each component of reading development and understand their purposes and functions.

3.4 Understand the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.

3.5 Understand the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized reading tests.

3.6 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction.

- 3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of dyslexia.
- 3.8 Understand how reading disabilities, including dyslexia, vary in presentation and degree and know when to refer a student for additional assessment.
- 3.9 Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals, and educational evaluators.
- 3.10 Understand how to document and use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and dyslexia.
- 3.11 Analyze data to identify trends that indicate adequate progress in student reading development.
- 3.12 Identify appropriate assessments and accommodations for progress monitoring all students.
- 3.13 Identify, select, and administer language-appropriate assessments in reading to students who are English learners.
- 3.14 Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.¹⁴
- 3.15 Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.
- 3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.

REQUIRED TEXTBOOKS:

Honig, B. Diamond, L. Gutlohn, L. (2018). *Teaching Reading Sourcebook*, 3rd ed. Oakland: Consortium in Reaching Excellence in Education. Bear, D. R., Invernizzi, M., Templeton, S. & Johnston, F. (2007).

DeVries, B. (2015). *Literacy assessment and intervention for classroom teachers*. (4th ed.). Scottsdale, Arizona: Holcomb Hathaway, Publishers, Inc

Supplementary Textbooks:

Ruetzel, R., & Cooter, R. (2011). *Strategies for reading assessment and instruction: Helping every child succeed*. (4th ed.). New Jersey: Prentice Hall.

Cooter, R., Flynt, E., & Cooter, K. (2014). *Flynt/Cooter comprehensive reading inventory: The assessment of K-12 reading skills in English & Spanish*. (2nd ed.). New Jersey: Pearson Merrill Prentice Hall.

Electronic Resources:

[Language Arts Florida Standards](#)
[CPALMS](#)

Florida Center for Reading Research: <http://www.fcrr.org>
International Reading Association (IRA): <http://www.reading.org>
National Council of Teachers of English (NCTE): <http://www.ncte.org/elem>
Read Write Think: resources for K-12 teachers: <http://www.readwritethink.org>
Reading Rockets: <http://www.readingrockets.org/>
ReadWorks: <https://www.readworks.org/>
What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/>

Video Resources:

Reading Rockets – Assessment and Evaluation videos and webcasts
http://www.readingrockets.org/atoz/assessment_evaluation