

TERG 3730C - CE Reading Assessment, Instruction, and Intervention

Fall 2026 Syllabus, Section 01, CRN 43187,

Credit hours: 3

Instructor

Mandy Wallace

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Instructor Title: Dr. Mandy L. Wallace

Literacy Program Coordinator, Graduate C&I Coordinator /Assistant Professor

Instructor Professional Qualifications:

University of Pittsburgh, 2020

EdD: Literacy, Language, and Culture

Walden University, 2005

MEd, Reading Specialist

Slippery Rock University, 1999

BS, Early Childhood/Elem Education prek-6

Instructor Office Location: Beeghly Hall 2323

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Course Description

3730C. CE Reading Assessment, Instruction, and Intervention. Administration and interpretation of selected formal and informal assessment measures. Strategies for ensuring diverse students' growth in literacy through ongoing assessment and progress monitoring. Field hours required. BCOE upper-division status required. Prereq.: TERG 2605 with a minimum of grade "C" and TERG 3700 with a minimum of grade "C" and TERG 3720 with a minimum of grade "C" . 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Next STEPS in Literacy Instruction: Connecting Assessments to Effective Interventions	Smartt, S. M., & Glaser, D. R.	9781681256221

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.



Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	Hanford, At a Loss for Words (article or podcast) Next Steps in Literacy Instruction, Introduction (pp. 3–21)	Topics Will Include: Overview of the syllabus, Project PASS expectations, Foundations of Reading Science, Structured Literacy, language development, the reading brain, Four Part Processing Model, the Big Five of Reading, the Simple View of Reading, Scarborough's Reading Rope, characteristics of effective evidence based reading instruction, and why reading matters for academic, social emotional, and life outcomes.	Review the course syllabus and Project PASS requirements. Complete the Hanford Double Entry Journal. Read the Next Steps in Literacy Instruction Introduction. Be prepared to discuss the Science of Reading and Structured Literacy.
8/31	Next Steps in Literacy Instruction, Chapter 2 (pp. 28–33) Review the Project PASS Lesson Plan (pp. 44–49)	Topics Will Include: Structured Literacy, explicit instruction, teacher knowledge, explicit versus implicit instruction, multimodal instruction, reliability, validity, criterion referenced and norm referenced assessments, Rapid Automatized Naming (RAN), and Project PASS lesson expectations.	Chapter 2 Application Activity Practice administering the Acadience Benchmark Assessment during class. Prepare benchmark assessment materials for Project PASS tutoring.
9/7	Next Steps in Literacy Instruction, Chapter 3	Topics Will Include: Assessment purposes, screening, diagnostic, progress monitoring, outcome assessments, MTSS, screening within a problem solving framework, oral reading fluency, MAZE, writing as an assessment tool, and establishing rapport with Project PASS students.	Complete the Chapter 3 Application Activity Administer a Getting to Know You writing prompt and collect an authentic writing sample Administer the Acadience Benchmark Assessment
9/14	instructor provided writing assessment resources Acadience Benchmark scoring and interpretation procedures	Scoring and interpreting Acadience Benchmark Assessment data, writing assessment, spelling analysis, orthographic knowledge, sentence structure, syntax, conventions, and using multiple sources of assessment data to guide instructional decisions	Score and analyze the Acadience Benchmark Assessment. Analyze the authentic writing sample and complete the Writing Analysis: Diagnostic Decision Making assignment Identify appropriate diagnostic assessments
9/21	Next Steps in Literacy Instruction, Chapter 4: Phonics	Topics Will Include: Selecting appropriate diagnostic assessments based on screening and writing assessment data; administration and interpretation of phonological awareness diagnostics, decoding surveys, MAZE, and spelling inventories; and using diagnostic assessment data to refine instructional decision making.	Complete the Chapter 4 Application Activity Practice administering diagnostic assessments during class Administer diagnostic assessment(s) to your Project PASS student
9/28	Next Steps in Literacy Instruction, Chapter 5: Fluency	Topics Will Include: Reader Profiles including Specific Word Recognition Difficulties, Specific Reading Comprehension Difficulties, and Mixed Reading Difficulties. Scoring and interpreting diagnostic assessments, synthesizing assessment findings, and determining instructional priorities.	Complete the Chapter 5 Application Activity. Score and analyze diagnostic assessment results Develop the student's reader profile

10/5	Next Steps in Literacy Instruction, Chapter 6: Comprehension	Topics Will Include: Curriculum Based Measurement (CBM), progress monitoring, instructional goal development, graphing progress monitoring data, instructional decision rules, and data based instructional decision making	Complete the Chapter 6 Application Activity Complete the Progress Monitoring Assignment
10/12	Review Chapters 1–6 and course resources	Topics Will Include: Midterm examination, reading comprehension assessment measures, MAZE, Retell Measures, comprehension assessment, and assessment synthesis.	midterm Collect and graph progress monitoring data.
10/19	Next Steps in Literacy Instruction, Chapter 7.	Topics Will Include: Evidence based instruction, data driven instructional decision making, selecting instructional strategies based on assessment data, explicit instruction, and planning intervention aligned to student needs.	Complete the Chapter 7 Application Activity Reevaluate evidence based instructional strategies aligned to your student's assessment data, reader profile, and instructional goal. Continue Collecting and graphing progress monitoring data.
10/26	Peavler, What Do We Mean by Practice?	Topics Will Include: Designing effective instructional routines, meaningful practice, corrective feedback, lesson refinement, and aligning instruction with assessment data, instructional goals, and progress monitoring.	Complete the Reflective Lesson Analysis Continue Collecting and graphing progress monitoring data.
11/2	Instructor provided resources on oral language, vocabulary, and language comprehension.	Topics Will Include: Oral language development, vocabulary instruction, background knowledge, academic language, and supporting language comprehension through evidence based instructional practices.	Continue Collecting and graphing progress monitoring data.
11/9	Instructor provided MTSS and intervention resources	Multi Tiered Systems of Support (MTSS), collaborative problem solving, interpreting progress monitoring data, evaluating student response to intervention, and making instructional adjustments based on assessment results.	Participate in the Student Support Team Collaboration Submit the Student Support Team Reflection Continue Collecting and graphing progress monitoring data.
11/16	Instructor provided OAE constructed response prompt, scoring rubric, and exemplar response	Topics Will Include: Synthesizing literacy assessment and instructional data, communicating assessment findings, professional decision making, and applying literacy assessment and intervention knowledge to OAE constructed response scenarios.	Complete the OAE Constructed Response Activity
11/23	nstructor provided Literacy Case Study guidelines and exemplar(s)	Topics Will Include: Evaluating student growth, analyzing progress monitoring data, communicating instructional outcomes, and preparing the Literacy Case Study.	Continue Work on Case Study
11/30	Review course materials	Topics Will Include: Professional reflection, communicating recommendations for future instruction, course synthesis, and Project PASS debrief.	Submit the Literacy Case Study. Submit Project PASS materials
12/7			Final

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