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

Fall 2026 Syllabus, Section 02, CRN 43188,

Credit hours: 3

Instructor

Jennifer M. Walker

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Public Instructor Information

Instructor Title: Mrs. Jennifer Walker

Professional Qualifications and Background

Jennifer Walker serves as a Regional Instructional Implementation Coordinator for the Ohio Department of Education and Workforce (ODEW) through the Educational Service Center of Eastern Ohio. In this role, she partners with school districts across Ohio to support the implementation of evidence-based literacy instruction, structured literacy, and Integrated Multi-Tiered System of Supports. Her work focuses on helping educators use assessment data to make informed instructional decisions that improve reading outcomes for all students.

With more than 30 years of experience in education, Mrs. Walker has served as an English Language Arts teacher, curriculum director, principal, literacy consultant, instructional coach, and state literacy specialist. Before her current role, she was an Adolescent Literacy Specialist for ODEW, supporting the implementation of Ohio's Plan to Raise Literacy Achievement for grades 4–12. As Curriculum Director and PK–8 Principal in Youngstown City School District, she helped secure a \$1.96 million Comprehensive State Literacy Grant to support districtwide implementation of structured literacy and evidence-based reading practices.

Mrs. Walker's expertise includes the Science of Reading, structured literacy, literacy assessment, reading intervention, and instructional coaching. She is passionate about preparing future educators to become confident, knowledgeable literacy teachers who use research-based practices to improve outcomes for all learners.

Education and Credentials

- Walden University – Doctor of Education (Ed.D.), Administrative Leadership for Teaching and Learning (ABD)
- Westminster College – Administrative Licensure
- Youngstown State University – Master of Science in Secondary Education
- Youngstown State University – Bachelor of Science in English Education with K–12 Reading Endorsement

Professional Certifications and Recognition

- Ohio Teacher of the Year (2010)
- National Board Certified Teacher (Early Adolescence/English Language Arts)
- Ohio Master Teacher
- LETRS-Trained Educator
- Teacher Consultant, National Writing Project
- Ohio Licensure:
 - Principal (PK–12)
 - English Language Arts (7–12)
 - Reading (K–12)

Instructor Office Location: Beeghly Hall, 2305

Instructor Office Phone: 330.501.4158

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 (2nd ed.)	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

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Wed	8/26	Next STEPS in Literacy Instruction, Chapter 1: Foundations of Assessment and Instruction Emily Hanford article (At a Loss for Words or Hard Words)	Foundations of Reading and Instruction Introduce course expectations, Project PASS, and course routines Examine why reading matters through current literacy research and student experiences Explore how reading difficulty may appear as behavior or disengagement Introduce the Simple View of Reading and Structured Literacy Distinguish between evidence-based and non-evidence-based literacy practices Connect instruction, assessment, and student outcomes	Complete Chapter 1 application activity Complete the article reflection using the Double Entry Journal Review syllabus and Project PASS expectations
Wed	9/2	Next STEPS, Chapter 2: Assessing Word Recognition and Language Comprehension From Data to Decisions: Analyzing ORF – Olivia, Grade 3	Evaluating Instruction and Using Assessment to Inform Decisions Compare Structured Literacy and Balanced Literacy practices Examine types and purposes of literacy assessment Analyze student reading profiles using assessment data Distinguish decoding, language comprehension, and mixed reading needs Apply assessment findings to instructional decisions and Project PASS planning	Complete Chapter 2 application activity Practice identifying reading profiles using student scenarios Review Project PASS assessment materials Complete assigned OAE 190 practice questions



Wed	9/9	Project EXPERT ORF Training Video #1 Next STEPS, Chapter 3: Oral Reading Fluency From Data to Decisions: Analyzing ORF – Olivia (Grade 3)	From Reading Profiles to Fluency Assessment Deepen understanding of explicit instruction and the cognitive model of reading Introduce Oral Reading Fluency (ORF): accuracy, rate, prosody, and retell Practice administering and scoring ORF assessments Analyze ORF data to identify strengths and instructional needs Prepare to administer ORF with Project PASS students	Complete Chapter 3 application activity Practice ORF administration and scoring Administer ORF with your Project PASS student Complete assigned OAE 190 practice questions
Wed	9/16	Spear-Swerling: Structured Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities From Data to Decisions: Analyzing ORF – Olivia (Grade 3)	Using Data to Plan Instruction and Strengthen Responses Analyze ORF data to identify strengths and needs Practice explaining assessment results using evidence-based reasoning Examine characteristics of explicit instruction and Structured Literacy Apply modeling, guided practice, and feedback to instructional planning Strengthen Project PASS lessons using student data	Practice response analysis using student data Revise one Project PASS lesson using assessment findings Complete assigned OAE 190 practice questions
Wed	9/23	Next STEPS, Chapter 4: Decoding Marcus Scenario	Using ORF Data to Make Instructional Decisions Analyze ORF data (accuracy, fluency, retell) to identify strengths and needs Use DIBELS benchmarks to identify risk and guide next steps Apply a problem-solving model to determine instructional priorities Use assessment data to strengthen Project PASS instruction	Complete Chapter 4 application activity Analyze ORF data using decision rules Revise Project PASS lessons based on student data Complete assigned OAE 190 practice questions
Wed	9/30	Peavler, What Do We Mean by Practice? Bella & Alex: Exploring MTSS in Action	Increasing Instructional Intensity Through Practice, Participation, and Feedback Examine how practice supports reading development Apply the instructional hierarchy to student learning needs Analyze opportunities to respond and provide corrective feedback Explore instructional intensity within MTSS Apply course concepts to strengthen Project PASS tutoring	Complete the Bella & Alex activity Reflect on instructional intensity in tutoring Revise one Project PASS lesson Complete assigned OAE 190 practice questions
Wed	10/7	Supporting Students with Reading Difficulties: Evidence-Based Instruction & Interventions (NCIL)	Synthesizing Evidence-Based Reading Instruction Review and connect key concepts from Weeks 1–6 Analyze evidence-based literacy instruction in practice Reflect on tutoring decisions and instructional planning Prepare for the midterm assessment	Complete video reflection guide Continue Project PASS lesson planning and lesson reflections



Wed	10/14	MAZE administration and scoring materials Selected DIBELS 8 benchmark resources Next STEPS, Chapter 5: Fluency	Midterm and Reading Comprehension Assessment Introduce the MAZE assessment as a measure of comprehension Examine how MAZE complements ORF and retell data Administer, score, and interpret MAZE data Use multiple data sources to identify reading needs Determine when MAZE may support Project PASS planning	Complete Chapter 5 application activity Review MAZE procedures and resources Continue Project PASS lesson planning
Wed	10/21	Next STEPS, Chapter 6: Diagnosing and Addressing Comprehension Difficulties Rosenshine, Principles of Instruction	Diagnosing Reading Comprehension Needs and Strengthening Instruction Review and revise OAE 190-style open responses using assessment data Distinguish between word recognition and language comprehension difficulties Analyze text to identify possible causes of comprehension breakdown Explore research-based instructional moves for strengthening comprehension instruction: Modeling / Think-Aloud Guided Practice Checking for Understanding Explore a comprehension routine (GIST) to support identifying key ideas and summarizing meaning Revise instruction to improve student understanding Apply learning to Project PASS tutoring	Chapter 6 assignment application activity Reflection/revision of instructional decisions related to comprehension Continue Project PASS Lessons 6–10
Wed	10/28	Next STEPS, Chapter 7: Vocabulary	Using Data and Evidence to Identify Comprehension Needs Distinguish between word recognition and language comprehension difficulties Analyze student responses to identify specific comprehension needs using evidence Examine how vocabulary, background knowledge, and inferencing contribute to comprehension Practice writing OAE 190-style evidence-based responses Connect assessment findings to instructional planning and Project PASS tutoring	Complete Chapter 7 application activity Administer ORF post-assessment with your Project PASS student Continue Project PASS lesson planning
Wed	11/4	Next STEPS, Chapter 8: Weaving It All Together	Strengthening Reading Comprehension Through Vocabulary Instruction Examine how vocabulary supports reading comprehension Distinguish between receptive, expressive, and academic vocabulary Explore explicit vocabulary instruction practices and routines Evaluate instructional approaches for supporting comprehension through vocabulary Apply vocabulary and comprehension thinking to OAE 190-style questions Strengthen vocabulary instruction in Project PASS lessons	Complete Chapter 8 application activity Apply a vocabulary strategy during Project PASS tutoring Reflect on student engagement and comprehension Continue Project PASS lesson refinement

Wed	11/11	Review course materials and prior chapters	Using Assessment Data to Plan Explicit Instruction Identify student strengths and instructional needs using assessment evidence Plan explicit instruction aligned to student data Apply a structured response framework to instructional decision-making Connect assessment findings to the Literacy Profile/Critical Task	Draft or revise an instructional response using Project PASS data Organize assessment evidence for the Literacy Profile/Critical Task Continue Project PASS lesson refinement
Wed	11/18	Reid Lyon: Ten Maxims of Reading Instruction Jaylen Case Study: Using Data to Identify Needs and Plan Instruction	Using Data to Plan Instruction and Reflect on Student Growth Reflect on growth in reading assessment, instruction, and intervention across the semester Analyze student data using Science of Reading principles to identify strengths and priority needs Apply course learning to a culminating case study (Jaylen) to plan instructional supports using evidence Reflect on Project PASS tutoring experiences, student growth, and instructional decision-making Connect assessment findings, instructional choices, and student outcomes to the Literacy Profile/Critical Task Prepare for successful completion of the Literacy Profile/Critical Task and final course requirements	Finalize Literacy Profile/Critical Task components Submit Project PASS logs and tracking forms Prepare for the final exam
Wed	11/25	Thanksgiving Break - No Class		
Wed	12/2	Review course materials and prior readings	Synthesizing Assessment, Instruction, and Intervention Synthesize key concepts across reading assessment, instruction, and intervention Apply course knowledge to student reading scenarios and instructional decisions Reflect on growth as a literacy educator and readiness for future practice Participate in discussion, feedback, and final course support	Finalize and submit the Literacy Profile/Critical Task Submit Project PASS documentation Prepare for final course completion
Wed	12/9	Review course materials and prior readings	Final Exam and Course Reflection Complete a comprehensive assessment of course content Analyze reading assessment and instructional decision-making scenarios Reflect on growth in reading assessment, instruction, and intervention practices	Complete the Final Exam Reflect on key learning and future goals as a literacy educator

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