
TERG 6926 - Reading and Language Arts Assessment

Fall 2026 Syllabus, Section A02, CRN 44184,

Credit hours: 3

Instructor

Mandy Wallace

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Public Instructor Information

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

6926. An examination and application of formal and informal assessment procedures that include screening, diagnostic, progress monitoring and outcome-based measures. Through data analysis instructional plans that include evidence-based strategies, and a structured literacy approach will be developed to meet the needs of diverse learners, including those with dyslexia, within a MTSS framework. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Assessing Reading: Multiple Measures	Diamond, L., & Thorsnes, B. J.	9781634022439

*Articles, guides and videos in each module will support the coursework

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	Class Readings: UFLI Podcast: Introduction to Reading Assessment; What is the Science of Reading; Assessing Reading: Multiple Measures (Introduction, pp. 5–15); Gambrell & Marinak (2013), Reading Motivation: What the Research Says; McRae & Guthrie (2013), Teacher Practices that Impact Reading Motivation.	Topics will include: Introduction to literacy assessment, the purposes of screening, diagnostic, and progress monitoring assessments, the Science of Reading, Scarborough's Reading Rope, the Simple View of Reading, cognitive and language processes, reading motivation, literacy rich environments, and student interest and attitude surveys.	Assignments: Discussion Post (10 points); Motivation and Literacy Research Review (25 points).
8/31	Class Readings: Reading Assessment Basics; Southeast Psych: Standard Scores; Assessment Terms: Norm Referenced and Standardized; Reliability and Validity; Assessment Terms Review; Ohio Department of Education Dyslexia Supports; Ohio's Dyslexia Handbook.	Topics will include: Universal screening, assessment terminology, reliability and validity, criterion and norm referenced assessments, technical adequacy of assessments, dyslexia screening, accommodations, and assessment scaffolds.	Assignments: Discussion Post (10 points); Universal Screener Evaluation and Recommendation (25 points).
9/7	Class Readings: DIBELS Administration Videos; Foorman et al. (2020), A Perspective on Research Findings on Alphabetics; Ohio's Dyslexia Guidebook (Diagnostic Assessment section); Assessing Reading: Multiple Measures (pp. 19–72); IRIS Module: Progress Monitoring in Reading.	Topics will include: Diagnostic assessments for fluency, vocabulary, and comprehension, interpretation of assessment results, structured literacy, explicit instruction, systematic instruction, cumulative instruction, and literacy instruction across grade levels.	Assignments: Discussion Post (10 points); Structured Literacy Reflection Paper (25 points).
9/14	Class Readings: Assessing Reading: Multiple Measures (pp. 77–152); Blackboard Fluency, Vocabulary, and Comprehension Slides; Reading Rockets: Structured Literacy Instruction: The Basics; An Overview of Structured Literacy; Why Explicit Instruction; Structured Literacy Strategies to Help Kids in Grades 4–12; PaTTAN Structured Literacy Book Study.	Topics will include: Diagnostic assessments for fluency, vocabulary, and comprehension, interpretation of assessment results, structured literacy, explicit instruction, systematic instruction, cumulative instruction, and literacy instruction across grade levels.	Assignments: Discussion Post (10 points); Structured Literacy Reflection Paper (25 points).
9/21	Class Readings: IES Practice Guide: Teaching Elementary School Students to Be Effective Writers; IES Practice Guide: Teaching Secondary Students to Write Effectively; Graham (2001), Prevention and Intervention of Writing Difficulties for Students with Learning Disabilities; Curriculum Based Measurement: Written Expression Guidelines for Use; Scieurba et al. (2022), Paper Selfies: Centering Students' Identities in Baseline Writing.	Topics will include: Evidence based literacy instruction, the Five Pillars of Reading, Multi Tiered Systems of Support, instructional decision making, research based instructional strategies, intervention planning, and evaluating instructional effectiveness.	Assignments: Discussion Post (10 points); Evidence Based Literacy Strategy Review and Reflection (25 points).



9/28	Class Readings: PaTTAN: MTSS: The Science of Reading and Evidence Based Literacy Practices Across the Tiers; IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade; IES Practice Guide: Improving Reading Comprehension in Kindergarten Through Third Grade; IES Practice Guide: Providing Reading Interventions for Students in Grades 4–9; National Reading Panel Report; National Early Literacy Panel Report; Robinson & Dervin (2019), Teach to the Student, Not the Test.	Topics will include: Evidence based literacy instruction, the Five Pillars of Reading, Multi Tiered Systems of Support, instructional decision making, research based instructional strategies, intervention planning, and evaluating instructional effectiveness.	Assignments: Discussion Post (10 points); Evidence Based Literacy Strategy Review and Reflection (25 points).
10/5	Class Readings: Multi Tiered System of Support Blueprint; Branching Minds: What is MTSS? Ultimate Guide; Implementing MTSS in Secondary Schools: Challenges and Strategies; Schachter & Piasta (2021), Doing Assessment: A Multicase Study of Preschool Teachers' Language and Literacy Data Practices.	Topics will include: Multi Tiered Systems of Support, a diagnostic mindset, data based decision making, universal screening, diagnostic assessment, progress monitoring, tiered intervention, analyzing MTSS implementation, and making recommendations for improving literacy outcomes.	Assignments: Discussion Post (10 points); MTSS Critical Task: Analysis and Recommendations for Improvement (50 points).

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.