

University of Arkansas - Fort Smith
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General Syllabus

READ 3803 Literacy Assessment and Intervention

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Admission to the Educator Preparation Program

Prerequisites or corequisites: ELML 3403 Practicum II, SPED 3003 Teaching Diverse Learners, and READ 3503 Methods and Materials for Teaching Literacy

Effective Catalog: 2024-2025

I. Course Information

A. Catalog Description

Provides instruction in assessing and diagnosing K-8 student literacy skills and progress, differentiating instruction to address student needs, and determining the impact of the instruction.

B. Additional Information

Organizing Theme: The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this course, the student will be able to:

1. Describe the impact of cultural backgrounds and language diversity on reading development.

2. Apply the knowledge of the science of reading research.
3. Apply theories of development and learning in the context of literacy instruction.
4. Analyze results of formal and informal assessments and use data to inform decision-making.
5. Assess reading in content disciplines.
6. Communicate the outcomes of assessments to parents.
7. Differentiate curriculum, instruction and assessment to meet unique student needs in reading instruction.
8. Identify and implement diverse reading instructional strategies including phonemic awareness, phonics, vocabulary, fluency and comprehension.
10. Identify technology tools for assessing, analyzing, and diagnosing reading performance.
11. Demonstrate understanding of the characteristics of effective collaboration to promote comprehension.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K6 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Analytical Skills

Critical Thinking Skills

Students will draw conclusions and/or solve problems. Students will access and evaluate appropriate information through written and electronic means. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Understanding the context for learning
- B. Responding to cultural and linguistic diversity
- C. Response to Intervention and problem solving
- D. Reading diagnostics
- E. Dyslexia and other exceptionalities
- F. Differentiated assessment
- G. Formative assessment and progress monitoring
- H. Intervention strategies
- I. Analyzing student performance data