Course Syllabus: Classroom Assessment

Gordon T. & Ellen West College of Education
EDUC 3203 Section X20/DX1
Spring 2022 Online

Contact Information

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Instructor Response Policy

Instructor will respond to email and voicemail messages by noon each weekday and at least once over weekends and holidays.

Course Description

This course introduces concepts to construct reliable, valid, and objective classroom assessments. In addition, the course describes various types of assessments and how to use the data from assessments to guide instructional decisions for all students, collectively or individually, in the classroom. Course may not be used for students seeking teacher certification.

Textbook & Instructional Materials

Popham, W. J. (2019). *Classroom Assessment: What Teachers Need to Know* (9th ed.). Pearson Education Inc.: Boston. ISBN: 987-0135569108

Required Technology

All students must have Internet access and the following technology applications: Google docs, video recording capability (webcam), Word Processing software, and a microphone. *(If you have a Chromebook, please inform instructor, so he or she can make other arrangements for exams.)*

Course Objectives/Standards

Course Objectives	TExES PPR	Com-misioner's Standards	Content Exam Framework	STR Stds/ Exam Frame	Technology App	Course Assignments / Assessments
Students will be introduced to and become familiar with strategies that assure alignment of content objectives and appropriate assessment options in the classroom.	11f(3)	2(D)i,ii	008A,C	15(b) 2,3,4, 5,6,7, 9 I.001 A II.004 A,B,G ,H II.008 A,B,C		Midterm and Final Exam Activity – Creating objectives for TEKS Assessment portfolio
Students will be introduced to and become familiar with competencies needed to develop various lower-order thinking and higher-order thinking objective items included on standardized tests for all students included (but not limited to): true/false, fill-in-the-blank, matching, multiple choice, short answer and essay items.	11f(3)	2(A)i,ii	008B 009D	15(c) 1 III.009B		Midterm and Final Exam Assessment Portfolio Activity – creating different types of assessment types for TEKS
Students will be introduced to and become familiar with authentic assessment options including (but not limited to): project-	11f(3)	2(B)i	009D 014A,D	15(c) 1		Midterm and Final Exam Activity – Creating a Rubric

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Students will be introduced to and become familiar with strategies that assure alignment of content objectives and appropriate assessment options in the classroom.	11f(3)	2(D)i,ii	008A,C	15(b) 2,3,4, 5,6,7, 9 I.001 A II.004 A,B,G ,H II.008 A,B,C		Midterm and Final Exam Activity – Creating objectives for TEKS Assessment portfolio
based learning, portfolios and self-assessments through the use of rubrics, checklists, and other forms of assessment.						Assessment Portfolio
Students will be introduced to and become familiar with the use of technology to create assessments that can be objective or authentic in nature.					I:1.2 s, 1.3s III:3. 5s,3. 7s IV:4. 9s VII:7 .14s, 7.15s	Midterm and Final Exam Assessment Portfolio Quizzes in class using various types of technology for formative assessment
Students will be introduced to and become familiar with the analysis of data obtained from reliable and valid assessments conducted in their classrooms, from	11f(1)	2(B)ii, iii 2(C)i, ii	008D,E 009A,B ,C	II.003 B II.004 H,I,J II.005 B III.01 0B		Midterm and Final Exam Activity – Improving the Data

Course Objectives	TExES PPR	Com-misioner's Standards	Content Exam Framework	STR Stds/ Exam Frame	Technology App	Course Assignments / Assessments
Students will be introduced to and become familiar with strategies that assure alignment of content objectives and appropriate assessment options in the classroom.	11f(3)	2(D)i,ii	008A,C	15(b) 2,3,4, 5,6,7, 9 I.001 A II.004 A,B,G ,H II.008 A,B,C		Midterm and Final Exam Activity – Creating objectives for TEKS Assessment portfolio
research, or from standardized formats in order to make data-driven decisions in their classrooms.				III.01 1B III.01 2B III.01 3A,D, F		Data Literacy Assignment

See Appendix A for Complete List of Standards

Student Handbook

Refer to: Student Handbook-2020-21

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

Grading Assessment

Assignments	Percentage
Exams (2 at 20% each)	40%
Activities (2 at 5% each)	10%
Quizzes (2 at 5% each)	10%
Assessment Portfolio	15%
Discussions (2 at 5% each)	10%

Assignments	Percentage
Data Literacy Assignment	15%
Total Percent	100%

Table 2: Total points for final grade.

Grade	Percent
A	90% or Greater
B	80% to 89.9%
C	70% to 79.9%
D	60% to 69.9%
F	Less than 60%

Exams
You will have a total of two exams (mid-term and final) that will be worth 40% of your total grade. The exams will be made up of multiple-choice questions based on the textbook, readings, and course lecture material. The tests will be taken online during an assigned time period, and they will not be able to be made up unless *prior arrangements* have been made.

Assessment Portfolio
One of your large assignments for this class is the Assessment Portfolio, which will be completed after learning about different types of assessments. The purpose of this assignment is to provide you with an opportunity to apply each type of assessment learned and to practice creating your own assessment items. In addition, at least two of your created assessments must be completed using some sort of technology assessment (i.e. Kahoot!). It is your responsibility to make sure the links work when submitting the document. This portfolio template, description, and example can be accessed in D2L/Brightspace and must be submitted as a pdf and uploaded by the date due.

Data Literacy Assignment
The Data Literacy Assignment will be completed following Chapter 13 and will be submitted to TK20 via a link in D2L. This assignment requires you to analyze data from a previous STAAR test, interpret the data, explain what the data means, and offer recommendations for improving students' future scores on a similar test.

Activities
You will have a total of two activities to complete for the class that should be submitted to D2L/Brightspace by the date due. These activities will help you to apply the information learned in the course and prepare you for the quizzes and other assignments.

Quizzes

We will have two quizzes to complete during the class. The quizzes will cover class content, but they will be timed. Therefore, you need to be prepared before beginning the quizzes.

Discussion Questions

We will have two discussions throughout the class. In these discussions, you will answer questions about content from the readings and textbook. Discussion questions are posted in advance, so you can post your response at any time. Responses and replies are due on Thursdays of the week due. Responses are worth 50 points and replies are worth an additional 50 points.

Extra Credit

Extra credit will be offered during the semester at specified times and dates. This information will be communicated to you at least one week in advance. No other extra credit will be given.

Late Work

Assignments are expected to be turned in by the due date. Ten percent of the total points will be deducted per day late, and any assignment submitted more than two weeks late will not be accepted. **Arrangements must be made at least two days in advance for any exceptions to be given.** *(If you cannot complete assignments on time or attend class because of COVID exposure or COVID type symptoms, you must inform the instructor before the assignment is due to receive any extension. If you miss class or fail to submit an assignment on time because of COVID, you must submit a doctor's note to the instructor within one week of the assignment due date to receive an extension.)*

Important Dates

Last day for term schedule changes: January 13. Check date on Academic Calendar.
Deadline to file for graduation: February 14. Check date on Academic Calendar.
Last Day to drop with a grade of "W:" March 21. Check date on Academic Calendar.
Refer to: Drops, Withdrawals & Void

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Desire-to-Learn (D2L)/Brightspace

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. *All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a pdf unless otherwise specified in the assignment guidelines.* A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. Because this is an online class, attendance will be taken by your presence in the online course. By logging onto our class page in D2L/Brightspace at least once per week, your attendance will be counted. If at any time you are unable to log onto the site, please send Dr. Lindt an email.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online class page can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. To ensure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified

persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule EDUC 3183/EDUC 3203 online

Week	Dates	Activities/Assignments/Exams	Due Date
Week 1	1/10-1/16	Read all documents in Read Me First Module **Course Orientation Quiz** Chapter 1: Why know Assessment?	1/16
Week 2	1/17-1/23	Chapter 2: What to Assess? Reading (Tomlinson, 2007) *Informative Assessment*	

Week	Dates	Activities/Assignments/Exams	Due Date
		Discussion 1 – Introduction to Assessment	1/20, 1/23
Week 3	1/24-1/30	Chapter 6: Selected-Response	
Week 4	1/31-2/6	Chapter 7: Constructed Response **Quiz 1** – Assessment Violations	 2/6
Week 5	2/7-2/13	Chapter 8: Performance Assessment Chapter 9: Portfolio Assessment **Activity 1** – Rubrics	 2/13
Week 6	2/14-2/20	Assessment Modules Reading (Altavilla, 2020) *Importance of technology for ELL instruction*	
Week 7	2/21-2/27	Chapter 10: Affective Assessment **Assessment Portfolio** **Item Practice Bonus Quiz**	 2/27 2/27
Week 8	2/28-3/6	Exam 1 Review **Exam 1** (LockDown Browser Required)	 3/6
Week 9	3/7-3/13	Chapter 3: Reliability Chapter 4: Validity Reading – Reliability and Validity in the Classroom **Discussion 2** – Reliability and Validity	 3/10, 3/13
SPRING BREAK			
Week 10	3/21-3/27	Chapter 5: Fairness Reading – Assessing ELL and Special Education students **Activity 2** – Assessment of Bias	 3/27
Week 11	3/28-4/3	Chapter 11: Teacher's Assessments **Quiz 2** – Improving the Data	 4/3
Week 12	4/4-4/10	Chapter 12: Formative Assessment Reading – Observation Checklists	
Week 13	4/11-4/17	Chapter 13: Standardized Testing Reading – Data Literacy **Data Literacy Assignment**	 4/17
Week 14	4/18-4/24	Chapter 14: Test Practices Chapter 15: Evaluation of Instruction	
Week 15	4/25-5/1	Chapter 16: Assessment-Based Grading Exam 2 Review	
Week 16	5/2-5/5*	**Exam 2** (LockDown Browser Required)	5/5

References/Standards

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up-to-date research in the field.
The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Altavilla, J. (2020). How technology affects instruction for English learners. *Kappan, 102*(1), 18-22.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (Eds.). (2014). *Standards for educational and psychological testing*. American Educational Research Association.

Dunlap, K., & Piro, J. S. (2016). Diving into data: Developing the capacity for data literacy in teacher education. Cogent Education, *3*(1).

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Lund, J. L., & Veal, M. L. (2013). Assessment-Driven Instruction in Physical Education: A Standards-Based Approach to Promoting and Documenting Learning.

Popham, W. J. (2016). *Classroom Assessment: What Teachers Need to Know* (8th ed.). Pearson Education Inc.: Boston.

Tomlinson, C. A. (2007). Learning to love assessment. *Informative Assessment, 65*(4), 8-13.

Appendix A: Standards/Competencies

PPR Standards
19 TAC §235.11(f)]

The Early Childhood: Prekindergarten-Grade 3 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
(3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes

Content Exam Framework

Competency 008 (Developmentally Appropriate Practice): Understand the types, selection, and uses of developmentally appropriate assessments and assessment practices to effectively support young children's learning in prekindergarten to grade 3.

A. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessment for evaluating young students across domains.
B. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative assessments (e.g., developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations, curriculum-based measures).
C. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.
D. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.
E. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.

Competency 009 (Progress Monitoring and Data-Driven Instructional Practice): Understand how to design, implement, and evaluate learning experiences and instruction in order to promote development and learning of all students in prekindergarten to grade 3.

A. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.
B. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.
C. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.
D. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and

the ability to use these processes and procedures to gain insight into students' development, strengths, needs, and learning.

Competency 014 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design developmentally appropriate instruction.

A. Demonstrate the ability to analyze and interpret formative and summative observational and assessment data for a given student in order to select and accurately describe a significant strength or need that the student demonstrates related to a foundational English language arts, mathematics, or science skill or objective.

D. Demonstrate the ability to select and accurately describe a developmentally appropriate method of informal assessment to effectively monitor the student's progress toward the identified learning skill or objective.

Commissioner's Standards

(2) Standard 5—Data Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

i. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

ii. Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

i. Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.

iii. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student

outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

i. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
ii. Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

i. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
ii. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

Science of Teaching Reading Standards

Standard 19 TAC §235.15(b) Reading Development.
The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:
(2) print awareness
(3) phonological and phonemic awareness
(4) phonics
(5) fluency
(6) vocabulary development
(7) comprehension of informational text
(9) beginning strategies and reading comprehension skills
Standard 19 TAC §235.15(c) Reading Pedagogy.
The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:
(1) implementing both formal and informal methods of measuring student progress in early reading development;

Science of Teaching Reading Exam Framework

I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).

Competency 001 (A). Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3.

Competency 002 (E). Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.

II. Reading Development
Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

G. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of phonological awareness skills.

H. Demonstrate knowledge of research-based strategies and best practices for promoting development of phonemic awareness skills, including strategies that help make the concept of phonemes more concrete for young children (e.g., using manipulatives).

I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic awareness skills in order to address the assessed needs of all students.

Competency 005 (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in print concepts, alphabet knowledge, and the alphabetic principle, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development of reading fluency.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading fluency and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of the continuum of fluency development as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5), from accurate, automatic letter naming,

to word reading, to reading connected text, to reading increasingly complex connected text.

III. Reading: Comprehension

Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in vocabulary development and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehension strategies and trends in student work that provide insights into possible misconceptions, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of literary texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of informational texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

IV. Analysis and Response
Competency 013 Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.

A. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.
D. Using sound reasoning and knowledge of foundational reading skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in foundational reading skills.
F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.

Technology Applications for All Teachers
Standard I: 1.2s explore complex systems or issues by using models, simulations, and new technologies to develop hypotheses, modify input, and analyze results;

Standard I: 1.3s analyze trends and forecast possibilities and develop steps for the creation of an innovative process or product;

Standard III: 3.5s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources;

Standard III: 3.7s process data and communicate results.
Standard IV: 4.3s collect and analyze data to identify solutions, make informed decisions, and support reasoning;

Standard IV: 4.9s use tools such as word processing, spreadsheets, databases, graphic organizers, charts, multimedia, simulations, models, and programming languages to collect, analyze, and represent data.

Standard VII: 7.14s use formal and informal assessment methods to evaluate appropriately students’ projects and portfolios;

Standard VII: 7.15s collect observable and measurable data to gauge student pro

Appendix B: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVE-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.