ADVANCEMENT COURSES™
A Wiley Brand

Using Diagnostic Assessments to Differentiate Literacy Instruction

30 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Using Diagnostic Assessments to Differentiate Literacy Instruction

Course Description

Reading is foundational for success in school and adult life. However, many students show a complete lack of interest in reading and struggle with key skills such as phonics, decoding, vocabulary, and fluency. It’s essential for teachers to be able to diagnose these issues and provide the right support to create strong readers.

In this course, you’ll learn how to evaluate K–6 students’ needs in reading and develop a research-based and workable plan for growing their skills. Through the use of diagnostic assessments, you’ll monitor students’ knowledge and conceptual understanding throughout a reading program. Then, based on the assessment results, you’ll learn how to develop your students’ skills by choosing the right intervention strategies and reading materials.

Using the techniques from this course, you will be able to create an equitable reading program that supports students of every background and skill level, including those with learning, memory, and attention difficulties.

Connections to Practice

This course provides the following classroom connections:

- Methods and supports to determine student reading needs and growth.
- Ways to provide support for student reading difficulties.
- Strategies that encourage continuous progress monitoring and student growth.
- Tools to find appropriate student reading materials.
- Techniques to engage students in the reading process.
- Understanding of the diagnostic assessment and differentiation process.

Course Outcomes

In this course, participants will:

- Develop a plan to support students in building reading skills.
- Evaluate the most appropriate assessment strategy and tools to use for student reading needs.
- Formulate reasons to add or modify your own reading instruction based on research related to student reading skills and needs.
- Generate specific support strategies to use with your own students for intervention of reading needs.
- Determine the types of support materials and strategies to share with parents to support the students in reading at home.
Charlotte Danielson Framework for Teaching Alignment

**Domain 1: Planning and Preparation**
1b Demonstrating Knowledge of Students
1e Designing Coherent Instruction

**Domain 3: Instruction**
3c Engaging Students in Learning
3d Using Assessment in Instruction

**Domain 4: Professional Responsibilities**
4a Reflecting on Teaching
4c Communicating With Families
4e Growing and Developing Professionally

**Course Engagement and Resources**

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your submitted Checkpoint assignment and Final Project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

**Materials**

Online reading, viewing, and listening resources will be provided in each module.

**Method of Evaluating Student’s Performance**

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Checkpoint</td>
<td>10 points</td>
<td>30%</td>
</tr>
</tbody>
</table>
### Assignment Category

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation: Self-reflection and goal setting, concept practice questions, discussion and reflection forums, and the Module 4 checkpoint activity</td>
<td>10 points</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>15 points</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.*

## Assessments

### Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what they hope to learn and achieve because of the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

### Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

### Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.
Project Checkpoint

Each course will include one project checkpoint activity for submission in Module 2. The checkpoint serves as a framework that supports learners in planning for and managing the development of the final project. Thus, the checkpoint allows learners to create artifacts or components that will later serve in completing the final project.

Learners will receive feedback from the course facilitator on the checkpoint assignment in Module 2.

The checkpoint assignment in Module 2 will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Checkpoint relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Checkpoint activity’s alignment to course learning outcomes is unclear or absent.</td>
<td>Checkpoint activity aligns with 1–2 course learning outcomes.</td>
<td>Checkpoint activity aligns with 2–3 course learning outcomes.</td>
<td>Checkpoint activity aligns with 3–5 course learning outcomes.</td>
</tr>
</tbody>
</table>

Final Project

The final project for each course will appear in the final module and will include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an artifact that demonstrates application and understanding of concepts and skills learned through each module of the course.
The final project will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how they will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Application of Course Content</td>
<td>The project is not clearly aligned with the chosen audience; learner demonstrates no or faulty awareness of the audience’s needs.</td>
<td>Learner makes choices regarding content and methods of presentation that may be unclear or inappropriate in some ways; learner demonstrates some awareness of the chosen audience’s needs.</td>
<td>Learner makes appropriate choices regarding content and methods of presentation; learner demonstrates a clear awareness of the chosen audience’s needs.</td>
<td>Learner chooses and adapts project content and presentation in multiple ways to ensure complete appropriateness for the chosen audience; learner demonstrates exceptional awareness of the audience’s needs.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project’s alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
</tr>
</tbody>
</table>

Course Outline

Module 1

In this module, we will explore the elements that comprise the complicated act of reading and discover how and when students typically develop these skills. We will also investigate reasons students may struggle to build these skills at the expected pace as well as why some students excel in reading; both groups need support to advance their reading skills. Then, we will move into the reasons to use student assessment to determine reading growth and needs.
Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Differentiate good and struggling reading behaviors to determine assessment needs.
- Examine the foundational skills of reading in terms of student grade level and needs.
- Implement strategies to support students in overcoming reading challenges.
- Justify the necessity of fostering student interest in reading to develop strong reading skills.

Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.
- **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

Module 2

This module introduces and develops the concepts of assessment as a cycle, in addition to exploring the purposes of assessment in both face-to-face and virtual classrooms. We then link assessment to the teaching of reading and reading skills. We will explore different options for assessments to use with our students in both in-person and online settings, whether we are teaching students individually, in small groups, or in whole-class formats. Finally, we will discuss how to collect data in those diverse formats as well as ways to use the data we collect for further instruction and to determine any specific needs students may have. We will also compare and contrast regulations in different states to ensure students are making progress in reading through state initiatives and laws for practicing teachers and pre-service teachers, including the new movement to embed stronger phonics teaching in literacy instruction.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Evaluate the importance of the assessment cycle for building student reading skills.
- Determine the most appropriate diagnostic assessment tools for your students based on student needs and backgrounds.
- Compare and contrast ways to collect data in individual, small-group, and whole-class settings, as well as during online settings.
- Evaluate methods to analyze data for instruction as well as determining student growth in reading skills.
Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 2 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.
- **Module 2 Project Checkpoint**: This first checkpoint serves to help you identify course concepts that will inform your final artifact and discuss the relationship between those concepts and your professional goals and outcomes for the course. Your facilitator will provide feedback on your checkpoint for you to consider as you move on in the course.

Module 3

You've assessed your students and determined their needs in reading and other aspects of literacy. So, how do you go about crafting instruction that meets these needs? After Module 3, you will understand how to create reading instruction for your students based on consistent monitoring and assessment of their reading skills. We will learn methods to equalize instruction to meet students’ needs, with a focus on ways to differentiate instruction between in-person and online settings. Since students may complete schoolwork at home and should be reading at home throughout the year, we will also describe strategies to support your students’ reading skills and interests at home.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Formulate reading instruction for your students based on the essential elements for best practices in reading.
- Assess and describe the impact of students’ particular backgrounds and needs with attention to equity for reading materials.
- Develop reading instruction based on students’ particular needs with attention to equity using the process of differentiation.
- Foster students’ interest in reading by considering their particular backgrounds and needs.
- Determine methods that support your students’ families in building reading skills and interest at home.

Agenda

Review the reading, viewing, and listening resources provided in Module 3, and complete the:

- **Module 3 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 3 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 3 Content Lesson and respond to the original postings of your peers.
• **Final Project:** For your final project, you will create an artifact that would support you in teaching the concepts you have learned in this course to an audience of your choosing. The artifact and audience that you choose should be designed to suit your professional role.

• **Course Evaluation Survey**

**Technology Requirements**

Please review the [System Requirements for Moodle](#).

**Netiquette Policy**

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

**Compliance With the Americans with Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated.
**Plagiarize:** “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (*Webster’s new collegiate dictionary*, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.

**Cheating:** Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

**References**

Barrett, Lindsey. (2018, October 2). *20 ways to bring more equity to your literacy instruction*. We Are Teachers.


Excelsior Online Writing Lab (OWL). (2020). *Active vs. passive reading*.


NAEP reading assessment. (2019). NCES.
Reading Rockets, & The National Reading Panel. (2020). Phonics instruction.
Reading Rockets. (n.d.). Overview of informal reading assessments.
The Meadows Center for Preventing Educational Risk. (2016). 10 key reading practices for all elementary schools with strong evidence of effectiveness from high-quality research.
Tyson, K. (2020, October 2). 25 ways schools can promote literacy and independent reading. TeachThought.
Student achievement is at the core of everything we do.

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