

# Reading Competencies for All Reading Credentials and Training



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**Department of  
Education &  
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# Reading Competencies Introduction

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio’s schools. Alignment of educator preparation programs to the science of reading is a vital component of the ReadOhio initiative.

[Ohio Revised Code \(ORC\) 3301.077](#) requires reading competencies to be adopted by the Department of Education and Workforce. Reading competencies communicate what teachers should know and be able to do in order to provide effective reading instruction and support to students, inform credential and [training programs](#), while also contributing to the development of the Foundations of Reading test (OAE 190) for educator licenses issued under [ORC 3319.233 \(A\)](#).

In 2000, the National Reading Panel identified five key concepts at the core of every effective reading instruction program: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These concepts have become known as the five components of early literacy and reading instruction.

[ORC 3301.077](#) requires the reading competencies to include an understanding of phonemic awareness, phonics, fluency, vocabulary, comprehension, the appropriate use of assessments, differentiated instruction, the selection of appropriate instructional materials, and the application of research-based instructional practices. The organizational structure of the competencies includes a knowledge section: what teachers should know about reading; and an application section: ways to demonstrate understanding.

## A. Phonemic Awareness

Phonemic Awareness	
Knowledge	Application
1. Demonstrate the understanding of the relationship between phonemic awareness, decoding, and automatic word recognition.	Describe how blending sounds facilitates reading words through letter-sound relationships.
2. Demonstrate an understanding of the progression of phonological awareness skills from large sound units (syllables) to small units (phonemes).	Use a variety of intentional, explicit, systematic instructional practices to scaffold development of phonological awareness.
3. Demonstrate an understanding of blending and segmenting phonemes to support decoding and encoding.	Describe how phonemic awareness involves breaking words down into individual sounds. This skill helps in spelling because it allows individuals to identify the sounds in a word and match them to the corresponding letters.

Phonemic Awareness	
Knowledge	Application
	Describe how phonemic awareness also involves blending sounds together to form words. This skill is essential for word reading because it allows individuals to combine letter sounds to recognize words.
4. Demonstrate understanding of the difference between speech sounds (phonemes) and the letter/letters (graphemes).	Describe the difference between phonemes and graphemes.  Explain that phonemic awareness helps individuals recognize and manipulate phonemes in spoken language, while phonics instruction teaches the relationship between graphemes and phonemes, helping individuals learn to read and spell words accurately.
5. Demonstrate understanding of the differences between and relationships among phonological awareness, phonemic awareness, and phonics.	Explain the relationship between phonological awareness and phonemic awareness.  Explain the relationship between phonological awareness, phonemic awareness and phonics.  Explain the difference between phonemic awareness and phonics.
6. Demonstrate understanding of differences in phonemes among regional, cultural, and individual backgrounds.	Apply knowledge of variations in phonology within instruction to affect the reading and writing development of learners across diverse regional, cultural, developmental, and individual backgrounds.

## B. Phonics

Phonics	
Knowledge	Application
1. Demonstrate understanding of the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word reading.	Define key terms (e.g., grapheme, phoneme, syllable, suffix), and identify examples of each. Map regular words by phoneme-grapheme (or grapheme-phoneme) correspondences.

## Phonics

Knowledge	Application
2. Demonstrate understanding of blending practice using multiple blending routines with teacher modeling, student-guided practice, and independent practice of blending words using the pattern(s) in the instructional sequence.	Effectively teach all steps in an explicit phonics lesson. (For example, develop phonemic awareness, introduce sound/spelling correspondence, blend and read words, practice word chaining, build automatic word recognition, spell and write selected lesson words, and apply to decodable text reading.)
3. Demonstrate understanding of the utilization of dictation for words, phrases, and sentences in phonics instruction.	Use a lesson framework that includes a review of a previously learned skill or concept, the introduction of a new skill or concept, supported practice, independent practice, and fluent application to meaningful reading and/or writing.
4. Demonstrate understanding of teaching high-frequency words using phoneme-grapheme mapping, whether spelled regularly or irregularly.	Distinguish the difference between high-frequency regular and irregular words.
5. Demonstrate understanding of how to help students make connections to the meaning of decoded words, with explicit instruction provided for the meanings of unfamiliar words when needed.	Identify and define word types: wholly decodable words, irregular words (previously taught), and non-decodable words (not wholly decodable or previously taught).
6. Demonstrate understanding of morphemic analysis of words including syllable types, division patterns and morphological units to read words (Greek affixes, Latin and Greek roots/bases).	Identify morphemes in common words, including prefixes, inflectional and derivational suffixes, roots, and combining forms.
7. Demonstrate understanding of adapting instruction for students with challenges with working memory, attention, executive function, processing speed, cognitive impairments, developmental language disorders, hearing impairment, and other weaknesses that may affect reading achievement.	Apply intentional, explicit, systematic instructional practices to teach phonics concepts and skills to meet the diverse needs of all learners (e.g., students with dyslexia, students with reading difficulties, English language learners) with both decoding and encoding activities.

Phonics	
Knowledge	Application
8. Demonstrate understanding of the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.	Effectively select and use decodable texts to support developing readers in applying taught phonics concepts in context.  Describe how decodable texts differ from predictable and high-frequency word texts in structure and purpose.

## C. Fluency

Fluency	
Knowledge	Application
1. Demonstrate understanding of the term ‘fluency’ and the progression of fluency levels including letter recognition, sound symbol correspondences, word-level reading, phrase level reading, sentence level reading, and connected text.	Explain the progression of fluency levels (letter recognition, sound symbol correspondences, word-level reading, phrase level reading, sentence level reading, and connected text).
2. Demonstrate an understanding of the components of fluency, including rate, prosody, accuracy, and automaticity.	Identify where students are reading proficiency fluency through Oral Reading Fluency (ORF) measures.
3. Demonstrate understanding of research-driven instructional approaches to improve fluency outcomes.	Describe the role of and appropriate use of independent repeated reading, and integrated fluency instruction to promote fluent reading of text.  Describe and role-play fluency-building techniques, including brief speed drills, phrase-cued reading, simultaneous oral reading, and repeated readings.  Identify and describe ways that repeated oral reading can be adapted to meet students’ individual needs.

## D. Vocabulary

Vocabulary	
Knowledge	Application
1. Demonstrate understanding of the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.	Recognize and apply the evidence that knowledge of word meanings is a major contributor to oral language and text comprehension by consistently including vocabulary-building activities and strategies with opportunities for students to use new vocabulary in speaking and writing.
2. Demonstrate understanding of developing vocabulary skills through the systems of language and word analysis strategies.	Incorporate instruction of phonology, orthography, syntax, semantics, morphology, etymology, common morphemes, Greek and Latin roots, affixes, figurative language, compound words and context clues and the relationships among them for developing word meaning.
3. Demonstrate understanding of the role and characteristics of direct, explicit methods of vocabulary instruction.	Select words for explicit, in-depth teaching that are aligned with the chosen text or topic and likely to generalize to other contexts, such as Beck's Tier Two words.
4. Demonstrate understanding of the importance of wide reading of a variety of texts and topics for vocabulary development.	Incorporate vocabulary instruction through morphology and etymology (e.g., cognates, Greek forms, Latin roots) (Grades 4-9).  Select texts and topics that connect to content areas and grade appropriate learning to build both academic and content area language directly and indirectly through listening, speaking, reading, and writing.
5. Demonstrate understanding of the specific vocabulary needs of diverse learners.	Identify students' vocabulary strengths and weaknesses, such as limited range of word use, confusion about multiple meanings of words, lack of understanding of idioms, slow word retrieval, and poor-quality definitions. to provide targeted interventions and scaffolded practice using evidence-based vocabulary practices.

## E. Comprehension

Comprehension	
Knowledge	Application
6. Demonstrate understanding of the factors that contribute to deep comprehension.	Apply comprehension processes that build oral language, listening comprehension, decoding, vocabulary knowledge, fluency, background knowledge and comprehension monitoring skills.
7. Demonstrate understanding that text selection should include both informational and literary text to support analysis skills that deepen comprehension.	Identify and utilize a wide range of genres, topics and texts (informational text, narrative text, text types and argumentation) appropriate to build background knowledge and facilitate the various processes and levels (literal, inferential, and evaluative) of reading comprehension.
8. Demonstrate understanding of evidence-based practices that support comprehension through construction of the meaning of text(s).	Within a cohesive text set, apply intentional use of explicit Instruction and before, during and after reading strategies such as monitoring comprehension, use of graphic organizers with notes, identifying key ideas and details, summarizing, making inferences, and asking and answering text-based questions.
9. Demonstrate understanding of the teacher's role as the facilitator of student engagement in comprehension of text.	Use of integration of knowledge and ideas in and across texts (e.g., using both the illustrations and print in a text) through use of evidence-based strategies, explicit instruction, listening comprehension, and oral language as part of purposeful discussions and critical thinking.
10. Demonstrate an understanding of the reading demands posed by domain-specific and increasingly complex texts	<p>Curate comprehensive text sets focused on specific knowledge domains to build students' background and academic knowledge.</p> <p>Provide comprehension instruction that supports students' ability to read multiple print and digital texts at an increasingly complex level.</p> <p>Design instruction that requires students to demonstrate comprehension by determining key ideas and details using textual evidence, apply understanding of craft and structure of text, and integrate knowledge and ideas within</p>



Comprehension	
Knowledge	Application
	and across text associated with cohesive topics.
11. Demonstrate an understanding of the relationship between reading and writing (across words, sentences, and connected text) to support comprehension of texts.	<p>Provide explicit and systematic instruction in various writing formats (narrative, expository, persuasive, descriptive) in response to reading across subject areas and fictional texts to help facilitate reading comprehension.</p> <p>Design instruction that requires students to analyze stories and information presented in text and demonstrate their understanding and analysis through writing.</p>

## F. Differentiated Instruction

Differentiated Instruction	
Knowledge	Application
1. Demonstrate understanding of evidence-based differentiated instruction and classroom interventions and extensions in language development, phonological awareness, concepts of print, and the alphabetic principle in order to address the needs of all students, (e.g. English learners, students with disabilities, students who are performing at grade level, students who are highly proficient.)	Apply knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in language development, phonological and phonemic awareness, concepts of print, and the alphabetic principle in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).
2. Demonstrate knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in phonics and related beginning-reading skills (e.g., high-frequency words, spelling patterns, inflections) in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).	Apply knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in phonics and related beginning-reading skills (e.g., high-frequency words, spelling patterns, inflections) in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).

## Differentiated Instruction

Knowledge	Application
<p>3. Demonstrate knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in syllabication, structural or morphemic analysis, and orthographic skills in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).</p>	<p>Apply knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in syllabication, structural or morphemic analysis, and orthographic skills in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).</p>
<p>4. Demonstrate knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in reading fluency in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).</p>	<p>Apply knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in reading fluency in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).</p>
<p>5. Demonstrate knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in academic language, including vocabulary development, in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).</p>	<p>Apply knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in academic language, including vocabulary development, in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).</p>

## Differentiated Instruction

Knowledge	Application
<p>6. Demonstrate knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in comprehension and analysis of literary texts in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).</p>	<p>Apply knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in comprehension and analysis of literary texts in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).</p>
<p>7. Demonstrate knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in comprehension and analysis of informational texts in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).</p>	<p>Apply knowledge of strategies for providing evidence-based differentiated instruction and classroom interventions and extensions in comprehension and analysis of informational texts in order to address the needs of all students (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).</p>
<p>8. Demonstrate understanding of principles of standards-based reading instruction (e.g., aligning reading assessment and instruction to reading standards), including differentiated instruction (e.g., using flexible grouping; modifying resources and/or the pacing, intensity, and/or complexity of instruction to help all students achieve grade-level standards).</p>	<p>Apply knowledge of principles of standards-based reading instruction (e.g., aligning reading assessment and instruction to reading standards), including differentiated instruction (e.g., using flexible grouping; modifying resources and/or the pacing, intensity, and/or complexity of instruction to help all students achieve grade-level standards).</p>
<p>9. Demonstrate knowledge of strategies for planning, organizing, managing, and differentiating reading instruction on the basis of the results of ongoing assessment and data analysis to support the reading development of all students (e.g., English learners,</p>	<p>Apply knowledge of strategies for planning, organizing, managing, and differentiating reading instruction on the basis of the results of ongoing assessment and data analysis to support the reading development of all students (e.g., English learners, students with disabilities, students who are experiencing</p>

Differentiated Instruction	
Knowledge	Application
students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient).	difficulty, students who are performing at grade level, students who are highly proficient).

## G. Evidence-Based Instructional Strategies\*

Evidence Based Instructional Strategies	
Knowledge	Applications
1. Demonstrate an understanding of evidence-based instructional practices for developing language and emergent literacy skills, including phonological and phonemic awareness, concepts of print, and the alphabetic principle.	<p>Use evidence-based, systematic, explicit instruction to support phonemic and phonological awareness.</p> <p>Use manipulatives to teach students to identify and manipulate different sized units of sound (from whole words to individual sounds within words).</p> <p>Plan multimodal phonemic-awareness activities.</p> <p>Teach lessons within the continuum of phonological awareness skills (i.e., segmenting sentences into words; blending and segmenting syllables; blending and segmenting onset/rime, including identifying and producing rhyming words and alliteration) and phonemic awareness skills (i.e., identifying beginning, medial, and final phonemes in words; blending, segmenting, deleting, adding, and substituting phonemes in words).</p>
2. Demonstrate an understanding of evidence-based instructional practices for developing beginning reading skills, including phonics, high-frequency words, and spelling.	Use evidence-based strategies for teaching phonics, including strategies for helping students decode words that follow common consonant-vowel patterns (e.g., CVC [Consonant, Vowel, Consonant], CVCC [Consonant, Vowel, Consonant, Consonant], CVCe [Consonant, Vowel, Consonant – e], CVC [Consonant, Vowel, Vowel, Consonant]) and word patterns (e.g., onset/rimes or word families).

## Evidence Based Instructional Strategies

Knowledge	Applications
	<p>Use evidence-based strategies for teaching high-frequency words and inflectional morphemes (e.g., the suffixes -s, -ed, -er, -est, -ing).</p> <p>Use evidence-based instructional strategies that build upon the reciprocity between decoding and encoding in the beginning stages of reading and writing (e.g., analyzing the spellings of beginning readers to assess phonics knowledge, using spelling instruction to reinforce phonics skills).</p>
<p>3. Demonstrate an understanding of evidence-based instructional practices for developing word analysis skills and strategies, including syllabication, structural or morphemic analysis, and orthographic skills.</p>	<p>Use evidence-based instructional practices to teach syllable types and syllabication skills to promote accurate, automatic decoding and spelling of multisyllable words.</p> <p>Use evidence-based instructional practices to teach the spelling and meaning of morphemes, such as common prefixes, suffixes and roots to promote accurate, automatic word recognition and spelling of multisyllable words.</p> <p>Demonstrate understanding of the relationship between orthographic knowledge and accurate, automatic word recognition and spelling, and apply knowledge of evidence-based, explicit strategies for teaching common orthographic rules (e.g., dropping silent e when adding a suffix that begins with a vowel).</p>
<p>4. Demonstrate an understanding of evidence-based instructional practices for developing reading fluency at all stages of reading development.</p>	<p>Use evidence-based strategies for promoting fluency with respect to accuracy, rate and prosody including partner reading, choral reading, and repeated readings.</p>
<p>5. Demonstrate an understanding of evidence-based instructional practices for promoting academic language development, including vocabulary development.</p>	<p>Use evidence-based instructional strategies to teach independent word-learning strategies, such as using morphology and etymology as clues to a word's meaning, using various context clues to infer a word's meaning, and using print and digital reference materials to determine the correct</p>

## Evidence Based Instructional Strategies

Knowledge	Applications
	<p>pronunciation or clarify the precise meaning of a word or phrase.</p> <p>Select vocabulary words for explicit word study (e.g., tiered vocabulary, key words, concept words, words whose meaning cannot be deduced through context), and use evidence-based, explicit instruction in words and their meanings, including strategies for deepening and extending understanding and for promoting retention of new words (e.g., providing student-friendly definitions and meaningful, contextualized examples; explaining a word's etymology; discussing a word's root[s] and/or affixes; grouping words based on conceptual categories and associative meanings [synonyms, antonyms]; developing semantic maps; comparing related words with respect to nuances of meaning).</p> <p>Use evidence-based strategies for promoting comprehension across the curriculum by expanding students' knowledge of academic language, including their awareness of the distinctions between tiers of vocabulary (i.e., Tier One, Tier Two, and Tier Three).</p>
<p>6. Demonstrate an understanding of evidence-based instructional practices for promoting comprehension and analysis of a wide variety of texts/genres.</p>	<p>Use evidence-based instructional strategies for scaffolding and/or reinforcing comprehension and analysis of literary texts (e.g., engaging in purposeful literary discussions, summarizing texts, creating story maps and other graphic organizers, developing character analyses).</p> <p>Use evidence-based instructional strategies for scaffolding and/or reinforcing comprehension and analysis of informational texts (e.g., engaging in academic conversations about content-area topics and ideas, promoting note taking, developing semantic maps, outlining, summarizing, student-generated questioning).</p>

## Evidence Based Instructional Strategies

Knowledge	Applications
	<p>Use evidence-based instructional strategies for developing reading comprehension and analysis skills related to analyzing key ideas and details (e.g., identifying the main topic of a text; describing the connection between events, concepts, ideas, or steps in a text; quoting or paraphrasing a text accurately when summarizing a text's main idea[s] or drawing inferences from the text; explaining how a text's main idea[s] are supported by key details; text-based discussions, oral and written paraphrasing and summarizing, note taking, outlining, graphic organizers).</p> <p>Use evidence-based instructional strategies (e.g., think-alouds, close reading, reciprocal teaching) for modeling and promoting the use of comprehension strategies (e.g., predicting, questioning, clarifying, summarizing, rereading, annotating, visualizing, reviewing, self-monitoring and other metacognitive strategies) to help students develop self-efficacy and independence in reading complex texts.</p> <p>Demonstrate knowledge of evidence-based instructional strategies for promoting students' strategic reading of texts for different academic tasks and purposes (e.g., skimming, scanning, adjusting reading rate based on text difficulty and comprehension monitoring).</p>
<p>7. Demonstrate an understanding of evidence-based instructional practices for explicit writing instruction and the purposeful integration of writing and content knowledge.</p>	<p>Explicitly teach the writing process, beginning at the sentence level, with daily practice connected to content.</p> <p>Connect lessons in grammar, syntax, sentence-level, and paragraph-level writing to grade-level content knowledge and texts.</p> <p>Teach conventions for sentence and discourse-level understanding and construction of written text that includes handwriting, letter formation, spelling,</p>

Evidence Based Instructional Strategies	
Knowledge	Applications
	<p>vocabulary, and grammar.</p> <p>Explicitly teach a variety of sentence types – compound, complex, statement, command, question, and exclamation.</p> <p>Provide immediate corrective feedback to students on their written expression, allowing them to go through the writing process again (recursive).</p>
8. Demonstrate an understanding of evidence-based strategies for creating an environment that supports motivation for and engagement in reading.	Cultivate effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interest, and access to print, digital text, and online resources).

*\*Although the statute uses the term “Research-Based Instructional Practices”, this document will use the term “Evidence-Based Instructional Practices” to align with the principles of the Science of Reading as defined in [ORC 3313.6028](#).*

## H. Appropriate Instructional Materials

Appropriate Instructional Materials	
Knowledge	Application
1. Demonstrate an understanding of the selection and utilization of high-quality reading materials and resources (e.g. foundational skills, complex text).	Evaluate and select resources and texts using research findings and professional judgment to decide how suited a resource is for a specific instructional purpose with a particular set of students.
2. Demonstrate an understanding of selecting evidence-based, high-quality instructional materials and resources.	<p>Ensure materials and resources reflect the continuum of skills in reading, writing, and oral language proficiencies.</p> <p>Use a wide range of texts from print, digital, and online resources.</p> <p>Use evaluation tools and evidenced-based research findings to determine the effectiveness of materials and resources.</p>
3. Demonstrate an understanding of how instructional materials and resources must be aligned with instructional practices, to differentiate for the needs of students, and actively engage readers in	Match instructional strategies, materials, and/or pacing to the individual needs of learners to make learning both accessible and challenging for all students in the



Appropriate Instructional Materials	
Knowledge	Application
meaningful learning.	<p>classroom.</p> <p>Analyze materials to determine appropriateness based on best practices concerning diversity, equity, and inclusion.</p> <p>Demonstrate the ability to determine if and when scaffolding tools are necessary for each student.</p> <p>Apply understanding of selecting appropriate learning resources for use to teach the components of literacy.</p> <p>Using evidenced-based reading research, select, develop and use media (books, technology, and nonprint materials) to support instruction, based on the academic needs of students, considering their interests, and cultural and linguistic backgrounds.</p>
4. Demonstrate an understanding that materials should connect a student’s regional, cultural, linguistic and individual background to their reading and writing development.	<p>Select learning materials that value the commonalities and differences in the diverse backgrounds of students and support equity.</p> <p>Analyze materials to determine appropriateness based on best practices concerning diversity, equity, and inclusion.</p>

## I. Assessment

Assessment	
Knowledge	Application
1. Demonstrate understanding of the differences among and purposes for various assessment: screening, progress-monitoring, diagnostic, and outcome assessments.	<p>Differentiate each type of assessment based on their purpose in instruction (screening, diagnostic, progress monitoring, and outcome assessments).</p> <p>Determine when to use each type of assessment based on student need and as a component of a district assessment plan and Multi-Tiered System of Support (MTSS) model.</p> <p>Use universal screening measures to determine the success of core instruction</p>

Assessment	
Knowledge	Application
	<p>and identify students at risk or in need of additional interventions.</p> <p>Use informal, intervention-based diagnostic assessments for students identified at risk on the universal screening measure to determine specific interventions and instructional needs.</p> <p>Use universal screening, intervention-based diagnostic data, and informal data collection tools to determine reader profiles and plan instruction.</p> <p>Use Curriculum-Based Measures (CBMs) to monitor intervention progress to determine the need for intensification or changes in intervention.</p> <p>Use outcome assessment data to measure the quality of core instruction at each grade level.</p>
<p>2. Demonstrate understanding of best practices for test construction and formats (e.g., reliability, validity, criterion, normed).</p>	<p>Choose assessment tools that meet minimal standards for technical adequacy and align with the Third Grade Reading Guarantee and Ohio’s Dyslexia Laws for universal screening.</p> <p>Demonstrate understanding of the difference between normed-referenced and criterion-referenced assessments.</p> <p>Determine appropriate curriculum-based measures to use for progress monitoring assessment based on the interventions provided.</p> <p>Distinguish examples of valid and invalid assessment tools.</p> <p>Demonstrate understanding of the importance of fidelity of the implementation of administration procedures of specific assessments.</p>
<p>3. Demonstrate understanding of adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of</p>	<p>Demonstrate understanding of students with poor language skills being more likely to have problems with reading. Use assessment data to plan for interventions in</p>

Assessment	
Knowledge	Application
<p>learning.</p>	<p>oral language from a young age to prevent further reading difficulties.</p> <p>Demonstrate understanding of students with dialectal variation and English learners must learn General English in school as well as Academic English, the language of classroom textbooks that all children learn.</p> <p>Teach children to become bidialectal and bilingual as they transition from their first language to English in school.</p> <p>Honor and respect the students' home language or dialect, while teaching students to become bidialectal or bilingual.</p> <p>Teach connections (ex: similar phonemes, cognates) between languages to help students to connect their native language to English.</p>
<p>4. Demonstrate understanding and utilization of well-validated screening tests designed to identify students at risk for reading difficulties.</p>	<p>Understand what a CBM is, and how to access brief, valid, and reliable CBMs for progress monitoring.</p> <p>Identify common acronyms associated with assessment data such as: FSF - first sound fluency; PSF - phoneme segmentation fluency; NWF - nonsense word fluency; ORF - oral reading fluency; MAZE - a comprehension CBM.</p> <p>Understanding the significance of aligning progress monitoring CBMs to the universal screening measure.</p> <p>Practice graphing curriculum-based measures, including necessary information such as aim line, baseline data, progress monitoring points (3 points to determine a trend), goal.</p> <p>Use progress monitoring data to make changes (such as intensification, discontinuation, or change of intervention) as necessary to the interventions.</p>

Assessment	
Knowledge	Application
<p>5. Demonstrate understanding and application of progress monitoring and reporting with Curriculum-Based Measures (CBMs).</p>	<p>Recognize characteristics of screening assessments: validity, reliability, efficiency.</p> <p>Ensure ALL students, including students with disabilities, are included in universal screening measures.</p> <p>Use universal screening measures as a tool to identify students at risk for reading difficulties and who need additional intervention through MTSS.</p> <p>Use screening to assess appropriate early literacy skills at each grade level.</p> <p>Choose universal screening measures that include alternate forms to be used for progress monitoring of students who receive interventions.</p> <p>Use early warning indicators for universal screening in late middle school and high school.</p> <p>Recognize the value of ORF measures as universal screeners, diagnostics measures, and progress monitoring tools.</p> <p>Recognize the value of MAZE assessments as universal screeners, diagnostics measures, and progress monitoring tools for comprehension in 3<sup>rd</sup> grade and above.</p> <p>Understand the role of rapid automatic naming (RAN) in assessment via universal screening and formal diagnostic measures, as an indicator of risk for dyslexia. Reinforce that RAN is an indicator, to be assessed, but NOT a skill to be taught.</p> <p>Identify assessments that should NOT be used as part of an assessment system, including any assessment based on three cueing approaches, such as leveling assessments, running records, and reading inventories.</p>

Assessment	
Knowledge	Application
<p>6. Demonstrate understanding and utilization of informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</p>	<p>Administer intervention-based diagnostic/informal diagnostic measures to students identified at risk via the universal screening assessment. (Do not give these assessments to all students.)</p> <p>Use appropriate diagnostic assessments to measure specific early literacy skills at each grade level.</p> <p>Recognize the value of ORF measures as universal screeners, diagnostics measures, and progress monitoring tools.</p> <p>Recognize the value of MAZE assessments as universal screeners, diagnostics measures, and progress monitoring tools for comprehension in 3<sup>rd</sup> grade and above.</p> <p>Ensure that diagnostics decoding assessments include nonsense words to measure mastery of decoding skills.</p> <p>Identify assessments that should NOT be used as part of an assessment system, including any assessment based on three cueing approaches, such as leveling assessments, running records, reading inventories, BAS, and the DRA.</p>
<p>7. Demonstrate an understanding of how to use data to determine the reader profile and intervention needs of struggling readers within an MTSS framework.</p>	<p>Use the problem-solving model, within MTSS teams, to identify students in need of support, determine the cause of the reading difficulty, and plan for implementation of interventions, and then progress monitor to determine if the interventions are working.</p>
<p>8. Demonstrate an understanding of diverse reading profiles for struggling readers, including dyslexia.</p>	<p>Use data to determine student reader profiles using the four quadrants, based on the Simple View of Reading.</p> <p>Identify the three subtypes reading profiles, based on the four quadrants of skilled readers, readers with poor word recognition, readers with poor language comprehension, readers with mixed reading difficulties.</p> <p>Identify where students with dyslexia fall in</p>

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	<p>terms of the four quadrants (poor word recognition, mixed reading difficulties as a secondary consequence of poor decoding).</p> <p>Recognize that comprehension is the outcome of reading, and that students that struggle with reading comprehension will need to have additional assessments to determine the root cause of the reading difficulty.</p>
<p>9. Demonstrate an understanding and application of the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</p>	<p>Use structured literacy practices in core instruction and interventions to ensure all students learn to read.</p> <p>Recognize the role of structured literacy in core instruction as a means of preventing later reading difficulties.</p> <p>In tier 2 and tier 3, provide explicit and systematic instruction in specific skills that have been identified through diagnostic assessment.</p>
<p>10. Demonstrate understanding of how to read and interpret frequently utilized diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.</p>	<p>Demonstrate understanding of how to interpret the data from formal diagnostic measures using standard deviation, percentile ranks, standard scores, and distribution of scores along a normal curve.</p> <p>Differentiate formal diagnostic tools (Comprehensive Test of Phonological Processing - CTOPP, Peabody Picture Vocabulary Assessment, Weschler Intelligence Scale for Children - WISC, etc.) used by special educator service providers from intervention-based diagnostic measures utilized by teachers for instructional planning.</p> <p>Demonstrate understanding of the role of RAN in assessment, via universal screening and formal diagnostic measures, as an indicator of risk for dyslexia. Reinforce that RAN is an indicator, to be assessed, but NOT a skill to be taught.</p>

Assessment	
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<p>11. Demonstrate the ability to integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.</p>	<p>Use family-friendly language to summarize and communicate the analysis of assessment data to help parents and students to understand why a student is struggling with reading and the necessary interventions based on the data.</p> <p>Recognize the audience when explaining the assessments and the data collected as part of MTSS in literacy.</p> <p>Provide families with resources to understand MTSS in literacy, including assessments, tiers of instruction, the instructional practices necessary to ensure students learn to read.</p>