



Reading Instruction
Competence Assessment®

Video Performance Assessment Guide

2024–2025

This guide is valid only for submission deadlines through June 30, 2025.

Developed by the Evaluation Systems group of Pearson and the Commission on Teacher Credentialing

All information about the RICA program can be found on the [California Educator Credentialing Assessments website](#). The website includes assessment information, registration and registration support, information on requesting reasonable accommodations for alternative testing arrangements, and preparation materials including instructions on using the Pearson ePortfolio system. For technical questions related to RICA, see the [Contact Us page](#) on the California Educator Credentialing Assessments website.

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IMPORTANT NOTE

Read this entire guide very carefully! It contains information critical for the preparation and submission of your RICA® Video Performance Assessment materials. Failure to follow **all** of the requirements described in this guide could result in your not passing the assessment.

Introduction

The purpose of the Reading Instruction Competence Assessment® (RICA®) is to ensure that California candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (education specialist) possess the knowledge and skills important for the provision of effective reading instruction to students. The RICA requirement generally applies to candidates who complete Multiple Subject Teaching Credential or Education Specialist Instruction Credential programs through accredited California colleges or universities or via district intern programs. In addition, individuals seeking to add a Multiple Subject Teaching Credential to their existing Single Subject Teaching Credential must both complete a beginning reader methodology course and pass the RICA.

The goal of reading instruction is to develop competent, thoughtful readers who are able to use, interpret, and appreciate all types of text. Beginning teachers need to be able to deliver effective reading instruction that is based on the results of ongoing assessment; that reflects knowledge of state and local reading standards for different grade levels; that represents a balanced, comprehensive reading curriculum; and that is sensitive to the needs of all students.

The [RICA Content Specifications](#) in this guide delineate the teacher competencies that are important for the provision of effective reading instruction to students. These competencies are organized into the following five domains:

- Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment
- Domain 2: Word Analysis
- Domain 3: Fluency
- Domain 4: Vocabulary, Academic Language, and Background Knowledge
- Domain 5: Comprehension

Each domain is organized into competencies. Each competency includes a number of descriptive statements of the type of content covered by that competency. The RICA Video Performance Assessment requires you to **demonstrate** your knowledge and skills in selected competencies from the five domains. You are to do so by submitting a Setting 1: Whole-Class Instruction Video and Template, a Setting 2: Small-Group Instruction Video and Template, and a Setting 3: Individual Instruction Video and Template. Each 5–10-minute video must show you providing reading instruction, and each template includes an Instructional Context Form and a Reflection Form.

Purpose of This Guide

For candidates who are **registered** for the RICA Video Performance Assessment, this guide provides specific instructions for preparing and submitting videos and templates. You should read and follow the instructions carefully. Important information about RICA Video Performance Assessment procedures and policies, including the Rules of Test Participation for the RICA Video Performance Assessment, are available on the [California Educator Credentialing Assessments website](#).

Use this guide during the time period for which your registration is valid (i.e., for submission deadlines through June 30, 2025). **Do not use this guide** if you reregister for the RICA Video Performance Assessment and submit your videos and templates for a submission deadline after June 30, 2025. If you prepare and submit videos and templates based on instructions from the wrong *RICA Video Performance Assessment Guide*, your submission will receive a rating of "[Requirements Not Met](#)" and you will not pass the RICA Video Performance Assessment. If that happens and you would like to retake the RICA Video Performance Assessment, you will have to reregister and pay the associated fees.

Maintaining Privacy and Control of Video-Recorded Assessment Materials

It is your responsibility to protect the privacy of all individuals, including yourself, who appear in the video recordings made as part of the RICA Video Performance Assessment.

You may not

- make more than one backup copy of the videos;
- share the videos with your family or friends, or any other person or organization;
- share or post the videos online to any site (e.g., YouTube);
- keep possession of the backup copy of the videos after test results have been reported.

Violation of any of these privacy requirements with respect to videos can have serious consequences that could affect your career as a teacher.

Your Video Performance Assessment Registration

Your registration for the Video Performance Assessment is valid until the final submission deadline of the 2024–2025 program year (June 30, 2025).

If you register for the RICA Video Performance Assessment during the 2024–2025 program year but do not submit your evidence to be scored by the final submission deadline of the program year (June 30, 2025), you will no longer be registered for the Video Performance Assessment and you will automatically receive a full refund.

RICA Video Performance Assessment Materials

The following materials necessary for completing the RICA Video Performance Assessment are available on the [California Educator Credentialing Assessments website](#):

- this ***RICA Video Performance Assessment Guide***
- **three templates:**
 - Whole-Class Instruction Template
 - Small-Group Instruction Template
 - Individual Instruction Template
- a sample **Parent/Guardian/Family Permission Form**

RICA Video Performance Assessment Requirements

Before beginning work on your videos and templates, carefully review the RICA Video Performance Assessment requirements listed below.

You must meet *all* of the requirements listed below. If you fail to meet *any* of the requirements, your submission and any noncompliant evidence will receive ratings of "[Requirements Not Met](#)" and you *will not pass* the RICA Video Performance Assessment. In some cases, your test results may be voided (see Requirement #9).

1. **SUBMIT THREE VIDEOS AND ACCOMPANYING TEMPLATES THAT MEET THE TECHNICAL REQUIREMENTS DESCRIBED IN THIS GUIDE.** You must submit a video and template for whole-class, small-group, and individual instruction at the same time (unless you are submitting evidence to replace previously submitted noncompliant evidence; see "[Receiving a Rating of Requirements Not Met](#)" in this guide). Each video recording must show your instruction, and the Instructional Context Form and the Reflection Form in each template must be completed according to the directions in this guide.
2. **SUBMIT EVIDENCE THAT HAS NOT BEEN PREVIOUSLY SCORED.** You may not resubmit any evidence that has previously been scored by RICA scorers.
3. **SUBMITTED VIDEOS AND ACCOMPANYING TEMPLATES MUST FOCUS ON LESSONS DELIVERED TO THE SPECIFIED NUMBER OF STUDENTS.** Submit videos and templates that feature lessons with the following number of students:
 - **whole class:** must include a lesson that is delivered to no fewer than 5 students
 - **small group:** must include a lesson that is delivered to a minimum of 3 students and a maximum of 12 students
 - **1 individual student:** must include a lesson that is delivered to 1 student
4. **SUBMIT VIDEOS AND ACCOMPANYING TEMPLATES WITH LESSONS BASED ON THE SPECIFIED RICA DOMAINS.** Each video and accompanying template must include a lesson that is based on Domain 1 in addition to a specified domain of the [RICA Content Specifications](#).
 - **The Setting 1: Whole-Class Instruction Video and Template** must include a lesson that is planned and delivered to develop students' **comprehension** as described in **Domain 5** of the RICA Content Specifications. The lesson's central instructional objective **must** be derived from Competency 13, 14, or 15 of Domain 5.
 - **The Setting 2: Small-Group Instruction Video and Template** must include a lesson that is planned and delivered to support the students' **vocabulary, academic language, and background knowledge** as described in **Domain 4** of the RICA Content Specifications. The lesson's central instructional objective **must** be derived from Competency 11 of Domain 4.
 - **The Setting 3: Individual Instruction Video and Template** must include a lesson that is planned and delivered to support the student's **word analysis** as described in **Domain 2** of the RICA Content Specifications. The lesson's central instructional objective **must** be derived from Competency 6 or 7 of Domain 2.
5. **SUBMIT VIDEOS AND ACCOMPANYING TEMPLATES WITH SUFFICIENT EVIDENCE OF YOUR KNOWLEDGE AND SKILLS IN RICA COMPETENCIES.** In each video and accompanying template, you must

demonstrate your knowledge and skills in the teaching of reading in two domains of the [RICA Content Specifications](#): Domain 1 (Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment) **and** the domain on which the lesson is based (see Requirement #4). Each video and accompanying template must have sufficient evidence of your knowledge and skills from the applicable RICA domains so that scorers are able to make judgments about the adequacy of the knowledge and skills demonstrated. **You bear the burden of proof** to demonstrate, between the video and template, your knowledge and skills. A "[Requirements Not Met](#)" rating will be assigned to a video and accompanying template that do not provide sufficient evidence of your knowledge and skills in the applicable RICA domains: for example, a video and accompanying template with a lesson that relies primarily on the use of educational media (e.g., a film) or with a lesson that is taught primarily by another person.

6. **RECORD AT LEAST 5 MINUTES BUT NO MORE THAN 10 MINUTES OF INSTRUCTION FOR EACH VIDEO.** Only the first 10 minutes of each video will be viewed by scorers.
7. **SUBMIT VIDEO-RECORDED INSTRUCTION WITH NO BREAKS IN THE RECORDING.** Instruction must be recorded without stopping, pausing, or otherwise interrupting the recording or later editing it. Any edits, breaks, or interruptions in the video-recorded instruction will result in a "[Requirements Not Met](#)" rating.
8. **SUBMIT VIDEO RECORDINGS WITH CLEAR VISUAL AND AUDIO OUTPUT.** Your videos must be of a quality such that scorers are able to view your face and your instruction as well as hear you and your students.
9. **SUBMIT ONLY ORIGINAL WORK REPRESENTING AN ACTUAL TEACHING SITUATION.** Each of your videos and templates must represent your own original work and not copies or paraphrases of someone else's work. The video-recorded instruction must be delivered to an actual class, group of students, or individual student in a real classroom setting (not simulated or staged). The video-recorded instruction must represent an actual teaching situation in which student actions and responses have not been scripted or rehearsed. If there is adequate reason to question the originality of your work or the validity or legitimacy of your videos and templates, your test results may be voided pursuant to the Rules of Test Participation for the RICA Video Performance Assessment that you agreed to abide by when you registered and when you submitted your evidence. If one or more of your videos or templates are substantially similar to another candidate's videos or templates, the validity of both candidates' work would be in question.
10. **COMPLETE THE ASSESSMENT IN ENGLISH.** You must complete the video-recorded instruction and templates in English.
11. **SUBMIT EACH VIDEO RECORDING AS AN APPROVED VIDEO FILE TYPE:** The video must be recorded as one of the approved file types, not just saved with one of the approved filename extensions: .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, or .m4v. A "[Requirements Not Met](#)" rating may be assigned to a video that is not one of these file types or that cannot be played.
12. **AGREE TO RICA CANDIDATE ATTESTATIONS.** Before submitting your evidence, you must agree to the RICA Candidate Attestations, which include confirmation that you are the sole author of the submission, including videos, completed templates, and/or other evidence.

Guidelines for Completing the RICA Video Performance Assessment in an Online Setting

Candidates may complete the RICA Video Performance Assessment in online settings provided they continue to meet all the requirements specified in this guide. These requirements include the ability to submit equivalent sufficient video evidence of the candidate's knowledge and skills in the [RICA Content Specifications](#). Preparation programs must work with candidates to determine the suitability of the online settings and continue to provide adequate support and supervision for candidates.

The following guidance is provided for candidates who are completing their RICA Video Performance Assessment in an online setting. This guidance is intended as a supplement to the [RICA Video Performance Assessment Requirements](#). **Candidates completing the RICA in an online setting must continue to meet all the assessment requirements as outlined in this guide to ensure all requirements are met.**

RICA VIDEO PERFORMANCE ASSESSMENT REQUIREMENTS FOR AN ONLINE SETTING

- All assessment requirements must be met regardless of instructional setting.
- Synchronous instruction is required; candidates must be able to see, hear, and interact with students in real time.
- The instructional objective of each video-recorded lesson must be derived from a specified competency from the following domains:
 - Domain 1. Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment
 - Domain 2. Word Analysis
 - Domain 3. Fluency
 - Domain 4. Vocabulary, Academic Language, and Background Knowledge
 - Domain 5. Comprehension
- In each video-recorded lesson, you must continue to demonstrate your knowledge and skills in the teaching of reading in two domains of the RICA Content Specifications: Domain 1 (Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment) AND the domain on which the lesson is based. Candidates must teach actual students from their assigned class; the candidate's own children or other children may not be used to create a mock classroom for purposes of the RICA videos.

- District-approved virtual instruction platforms (e.g., Zoom) should support the ability to record candidate instruction and student engagement.
- If video evidence cannot be captured within the online platform, an external camera may be used to video record the teaching session.
- Candidate and students must be seen and heard in the video recordings.
- Submitted video recordings must be continuous, without stopping or pausing, and unedited, with the following exceptions:
 - Covering or removing student names to protect privacy is not considered a video edit.
 - Closed captioning may be turned on to enhance audio intelligibility.
- Candidates should adhere to all school or district guidelines for recording in online settings and continue to ensure that appropriate permissions are in place.

EVIDENCE TO SUBMIT

- Candidates must submit three complete videos and accompanying templates that meet technical requirements outlined in this guide.
- Candidates must submit videos and accompanying templates that feature lessons with the following number of students:
 - **whole class**, with no fewer than 5 students
 - **small group**, with a minimum of 3 students and a maximum of 12 students
 - an **individual student**

TECHNOLOGY TIPS FOR CANDIDATES COMPLETING THE RICA VIDEO PERFORMANCE ASSESSMENT IN AN ONLINE SETTING

- Test your technology before recording for the first time.
- Practice instruction and recording in an online setting prior to conducting the online lesson for the specified instruction.
- "Gallery view" is recommended if the virtual instruction platform has this feature.
- If using an external camera (not built-in to the recording platform), be sure to test the camera placement in advance to ensure that there is no glare on the computer screen and that both the candidate and the students on the screen can be clearly seen and heard.

Steps in Completing Each of the Three Videos and Templates

This section of the guide describes the steps you should take to plan and complete each of your three videos and accompanying templates.

Obtain Permission to Record

Obtain permission to record from the principal at the school where the recording will occur, your supervising (master) teacher (if applicable), and the parent(s)/guardian(s)/family(ies) of each student who will be included in the video-recorded instruction. A letter to principals and supervising teachers is available on the website. Use these letters to inform the principal and supervising teacher and to obtain their permission to proceed.

It is your responsibility to obtain appropriate consent from the parents/guardians/families of minors who appear in your video-recorded instruction. A sample Parent/Guardian/Family Permission Form is available on the [California Educator Credentialing Assessments website](#). You may use either this sample form or a form your district uses for similar purposes. If you use the sample form, be sure to fill in the appropriate information before distributing it to the parents/guardians/families. Do **not** include any parent/guardian/family permission forms with your submission. You should keep such forms in your own files.

Choose a Lesson

REVIEW THE RICA CONTENT SPECIFICATIONS

Carefully review the [RICA Content Specifications](#) in this guide before selecting and planning a lesson. The specifications consist of 15 competencies in five domains. **The central instructional objective of each of your video-recorded lessons must be derived from a specified competency in the specified domain.** Furthermore, the scoring of each video and accompanying template will be based on your demonstrated knowledge and skills in two specified domains, as described on the following page.

SELECT A LESSON THAT MEETS THE ASSESSMENT REQUIREMENTS

Each video and accompanying template must include a lesson in a specified instructional setting and must reflect your knowledge and skills in two specified domains of the RICA Content Specifications, as described on the following page.

Overview of Assessment Requirements

Evidence to be Submitted	Requirements
<p>Setting 1: Whole-Class Instruction Video and Template</p>	<p>Instructional Setting: This lesson must be delivered to an entire class of no fewer than 5 students.</p> <p>Domains: Domain 1 (Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment) and Domain 5 (Comprehension)</p> <p>Description: Video and template should demonstrate your ability to:</p> <ul style="list-style-type: none"> (a) plan, organize, and manage reading instruction based on ongoing assessment, as described in Domain 1, and (b) plan and deliver to a whole class an effective lesson that develops the students' comprehension. <p>The central instructional objective of the lesson must be derived from Competency 13, 14, or 15 of Domain 5. You must demonstrate knowledge and skills in one of these competencies.</p>
<p>Setting 2: Small-Group Instruction Video and Template</p>	<p>Instructional Setting: This lesson must be delivered to a group of at least 3 but no more than 12 students.</p> <p>Domains: Domain 1 (Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment) and Domain 4 (Vocabulary, Academic Language, and Background Knowledge)</p> <p>Description: Video and template should demonstrate your ability to:</p> <ul style="list-style-type: none"> (a) plan, organize, and manage reading instruction based on ongoing assessment, as described in Domain 1, and (b) plan and deliver to a small group of students an effective lesson that develops the students' vocabulary, academic language, and background knowledge. <p>The central instructional objective of the lesson must be derived from Competency 11 of Domain 4. You must demonstrate knowledge and skills in this competency.</p>
<p>Setting 3: Individual Instruction Video and Template</p>	<p>Instructional Setting: This lesson must be delivered to an individual student.</p> <p>Domains: Domain 1 (Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment) and Domain 2 (Word Analysis)</p> <p>Description: Video and template should demonstrate your ability to:</p> <ul style="list-style-type: none"> (a) plan, organize, and manage reading instruction based on ongoing assessment, as described in Domain 1, and (b) plan and deliver to an individual student an effective lesson that develops the student's word analysis. <p>The central instructional objective of the lesson must be derived from Competency 6 or 7 of Domain 2. You must demonstrate knowledge and skills in one of these competencies.</p>

PLAN A LESSON THAT ALLOWS YOU TO DEMONSTRATE YOUR KNOWLEDGE AND SKILLS IN THE APPLICABLE RICA DOMAINS

For each video and accompanying template, carefully select and plan a lesson that meets the requirements listed in the [Overview](#) and that allows you to **demonstrate** your knowledge and skills in the applicable RICA domains. In planning a lesson, carefully consider the following general guidelines:

- **Plan a lesson in which you provide students with *direct, explicit instruction* designed to increase their knowledge and/or skills related to reading.** Your video-recorded lesson should provide evidence that you have taught students something new or helped students improve their reading performance in an identified area of need. On your video recording, you should be actively teaching rather than serving as a more passive "facilitator" of learning. Active teaching could include, for example, helping students learn to recognize the sound(s) associated with a specific letter or group of letters, teaching students a reading comprehension strategy, or teaching students to use word analysis skills to determine the meaning of unfamiliar vocabulary.
- ***Don't* plan a lesson that gives you little or no opportunity to demonstrate your ability to provide *direct, explicit instruction* in reading or to demonstrate knowledge and skills in the applicable domains of the [RICA Content Specifications](#).** For example, lessons such as the following would be unlikely to allow you to demonstrate your knowledge and skills sufficiently:
 - a lesson in which you read aloud an extended list of words for students to spell and define
 - a lesson in which students orally answer questions found at the end of a reading selection
 - a lesson in which students read long segments of text, either aloud or silently
 - a lesson that focuses primarily on affective objectives
 - a lesson that provides only practice for previously learned skills and knowledge, as opposed to a lesson that includes the teaching of new skills and knowledge
 - a lesson that is taught in significant part by another person in the classroom

- a lesson in which students spend a substantial amount of time viewing a film or independently using another type of instructional media
- **Plan a lesson with an appropriate central instructional objective.** Although the lesson may have more than one instructional objective, it should focus on one central instructional objective, which, as described in the [Overview of Assessment Requirements](#), must be derived from a single, specified competency in the specified domain of the [RICA Content Specifications](#). The central instructional objective should be clearly stated on the Instructional Context Form in **behavioral** terms; that is, the objective should clearly state what the **student(s)** (not the teacher) will be able to do as a result of the lesson. The lesson and the central instructional objective should be appropriate for the student(s) as determined by prior formal and/or informal assessment. The lesson and objective should be at a level that appropriately challenges the student(s) and should be neither too easy nor too difficult given the current reading development of the student(s).
- **Don't plan a lesson that is overly broad in scope.** Do not plan a lesson with numerous instructional objectives based on multiple competencies in the applicable RICA domains. Such lessons would most likely not allow you to demonstrate sufficient knowledge and skills in any competency.
- **Plan a lesson that will allow you to record yourself actively teaching and demonstrating your knowledge and skills within the time constraints imposed by the RICA requirements.** The video-recorded instruction must be at least 5 minutes long and should be no longer than 10 minutes. (Only the first 10 minutes of each video will be viewed by scorers.) You could plan and deliver a lesson of up to 10 minutes, all of which is recorded. Alternatively, you could plan and deliver a longer lesson, a segment of which is recorded. If your lesson is longer than 10 minutes, select and record the segment of the lesson that best demonstrates your active teaching and your knowledge and skills. You can do this in either of two ways. You can record only that segment of the lesson, turning on the camera at the beginning of the segment and stopping it after 10 minutes, or you can record the entire lesson and then copy the selected segment. The submitted video of the instructional segment must be a single, continuous

recording of the lesson with no breaks, edits, or interruptions of any kind.

Complete the Instructional Context Form

After selecting a lesson for a specific video, complete the **Instructional Context Form**, which is included in each template. **Carefully respond to all questions on the form**, because it will be part of your evidence that will be submitted for scoring. Follow the directions below when completing the Instructional Context Form.

GENERAL DIRECTIONS

1. Respond to the prompts in the form by typing your responses in 12-point Arial font within the brackets below each prompt.
2. Avoid abbreviations and acronyms.
3. Provide complete responses to all applicable questions. Do not refer to a response that you have provided on a form in another template, because scorers will not have access to the other templates you have completed.
4. Respond to the questions on the Instructional Context Form in relation to the **entire lesson**, even if you record only a segment of the lesson.

TEMPLATES

Make sure you are using the correct template for the lesson (e.g., the Part B: Whole-Class Instruction Template is for the whole-class lesson).

SECTION ONE: LESSON PLAN

In this section, provide the details of your lesson plan.

- Item 1: As described in the [Overview of Assessment Requirements](#), the lesson's central instructional objective **must** be derived from a single, specified competency in the specified domain of the [RICA Content Specifications](#). Indicate by number the competency from which your lesson's central instructional objective has been derived.
- Item 2: State the lesson's central instructional objective in **behavioral** terms. The objective should clearly state what the **student(s)** (not the teacher) will be able to do as a result of the lesson.
- Item 3: Describe the instructional materials that you plan to use in your lesson.

- Item 4: Describe the lesson procedures, step by step. Number each step. Describe the **entire lesson**, even if you plan to record only a segment of the lesson. If only a segment of the lesson will be recorded, indicate which steps in the lesson will be included, in whole or in part, in the recorded segment by underlining the numbers of those steps.
- Item 5: Describe your plans for assessing the extent to which the student(s) have achieved the lesson's central instructional objective. For example, how will you determine whether or not the students have achieved your central instructional objective?

SECTION TWO: ASSESSMENT AND PLANNING

In this section, describe how you used assessment, prior to planning the lesson, to determine that the student(s) would benefit from the lesson, and summarize previous lessons and/or instructional activities related to the planned lesson's central instructional objective.

- Item 1: Describe your use of assessment to determine the students' (or student's) need for the planned lesson. Your response should demonstrate knowledge and skills in competencies associated with Domain 1 of the [RICA Content Specifications](#). On the left side of the chart, describe the **specific** assessment methods (formal and/or informal) you used. On the right side of the chart, for each assessment method, identify the information you gained about student strengths and needs **in relation to the planned lesson's central instructional objective**. If the lesson will be delivered to one or more English learners (i.e., students whose primary language is other than English), be sure to include assessment methods you used with them and the results.
- Item 2: To help scorers understand the context in which your planned lesson will be delivered, summarize previous lessons and/or learning opportunities, if any, that the student(s) have received related to the planned lesson's central instructional objective.

SECTION THREE: STUDENT INFORMATION

In this section, provide information about the student(s) to whom the lesson will be delivered. The specific items in this section for whole-class instruction and small-group instruction are different from the items in this section for individual instruction.

Setting 1: Whole-Class Instruction and Setting 2: Small-Group Instruction

Item 1: Indicate the number of students in the class or the small group for which the lesson is planned.

Item 2: Indicate the grade level(s) of the students in the class or the small group. This item refers to the grade(s) the students are in (e.g., first grade, sixth grade), not to their reading grade level(s).

Item 3: This item pertains only to the students in the class or the small group whose primary language is English.
Summarize these students' English reading development.

If the class or the small group includes English learners (i.e., students whose primary language is other than English), respond to Items 4, 5, 6, and 7. If there are no English learners, enter a "0" in Item 4, skip Items 5 and 6, and respond to Item 7.

Item 4: Indicate the number of English learners in the class or the small group for which the lesson is planned, and list these students' primary language(s).

Item 5: Describe the extent to which the English learners in the class or the small group for which the lesson is planned can read in their primary language(s).

Item 6: Summarize the English language proficiency of the English learners, including their English reading development.

Item 7: Describe other student background factors (e.g., cultural background, achievement differences, student with an Individualized Education Program or 504 plan) that affected the planning of your lesson, and describe how these factors affected your planning.

Setting 3: Individual Instruction

Item 1: Indicate the grade level of the student for whom the lesson is planned. This item refers to the grade the student is in (e.g., first grade, sixth grade), not to the student's reading grade level.

Item 2: Indicate the student's primary language. If English, respond to Items 3 and 6, and skip Items 4 and 5. If other than English (i.e., if the student is an English learner), skip Item 3, and respond to Items 4, 5, and 6.

Item 3: If the student's primary language is English, summarize the student's English reading development.

Item 4: If the student is an English learner, describe the extent to which the student can read in the student's primary language.

Item 5: If the student is an English learner, summarize the student's English language proficiency, including the student's English reading development.

Item 6: Describe other student background factors (e.g., cultural background, achievement differences, student with an Individualized Education Program or 504 plan) that affected the planning of your lesson, and describe how these factors affected your planning.

SECTION FOUR: INSTRUCTIONAL MATERIALS SUBMISSION (OPTIONAL)

If your lesson involves the use of instructional materials that may be difficult for scorers to see as they view your video recording and/or that will help scorers understand your video-recorded instruction (e.g., reading excerpt, student worksheet, handout, student work product), you may include those materials at the end of the template file. To be considered by scorers, the materials you submit must be scans of materials that are used during the video-recorded instruction. Label the instructional materials before scanning. Do not submit materials that identify your school or that include your or the students' first and last names. Be sure to request permission from family/guardians if you are submitting any student work. Please note that submitted materials **will not** be returned.

If you do include instructional materials at the end of the template file, provide information about them in this section of the form.

Prepare Your Video Recordings

OBTAIN APPROPRIATE EQUIPMENT

It is your responsibility to obtain the equipment needed to prepare your video recordings. (If you do not have your own equipment, you may wish to check with the school where your recording will take place, since most schools have appropriate equipment.)

For the best video and audio recording, it is recommended that you use the following:

- a tripod or other camera stabilization device, as well as electronic stabilization in the camera, if available
- an AC power source to operate the video camera. Battery packs may also be used as a power source, but if the battery charge is low, the quality of the video recording may be adversely affected.

Check that all equipment is in proper working order.

DECIDE WHETHER TO SELF-RECORD OR HAVE A CAMERA OPERATOR RECORD FOR YOU

You have the option of preparing your video recordings either by self-recording or by having another person (e.g., teacher, paraprofessional, student, school district staff member) serve as the camera operator. In either case, be sure that the video recording captures facial shots of you and some students. Using a camera operator will allow you to move about freely in your classroom during the recording. This may be more in keeping with your natural teaching practice.

For **self-recording**, you set up the video camera in a fixed position, and no camera operator is needed. Because the camera lens is in a fixed position, only teacher and student behavior within the field of view of the lens is recorded. Teacher and student behavior originating out of view of the camera is not recorded, although sounds originating out of view of the camera may be recorded by the camera microphone. While recording a lesson, you may move the camera to a new position, if needed, to record student-teacher interactions better, **but do not turn off the camera at any time during the recording of the lesson.**

For **recording by a camera operator**, the camera operator can move the camera lens horizontally and vertically (panning), as well as in and out (zooming), to best record the instruction that is occurring. With a camera operator, you (the teacher) are free to move about the classroom, and student movement may also be recorded because the camera lens can be rotated to record teacher and student actions. In addition, the camera operator may move the camera from one location to another, if needed, to better record student-teacher interactions. If you use a camera operator, you should caution the camera operator that **any stops during the recording of the lesson, even accidental ones, will cause your submission to receive a rating of "[Requirements Not Met](#)," and you will not pass the RICA Video Performance Assessment.** In addition, you should advise the camera operator not to interact with students during the recording or to otherwise influence student behavior.

For diagrams showing a variety of fixed-camera arrangements and camera-operator arrangements, see "[RICA Video-Recording Camera Arrangements](#)" in this guide.

PRACTICE IF YOU WISH

You are encouraged to record a number of different lessons before you select your video recording for submission. Making practice video recordings may help you, your student(s), and the camera operator (if applicable) become more familiar and comfortable with the recording equipment and process.

RECORD THE LESSON OR A SEGMENT OF THE LESSON

- Begin recording your lesson, using a timer or the camera operator to keep track of recording time. It is recommended that the video be recorded so as **not** to display the date and the time when it is being played.
- Communicate clearly to enhance the quality of the audio recording.
- During the lesson, you or the camera operator may want to move the camera to a new position to record as much of the student-teacher interactions as possible. If the camera is moved at any time during recording, it should be done as smoothly as possible with the camera turned on. **If there are any breaks in the video-recorded instruction, your submission will receive a rating of "[Requirements Not Met](#)," and you will not pass the RICA Video Performance Assessment.**
- Refer to the recording suggestions below as you prepare to record your lesson.

Recording Suggestions

- Record instruction that is clearly visible and audible.
- Conduct the lesson in as quiet a location as possible so that you and your student(s) can be heard on the video recording. For the small-group lesson and the lesson delivered to an individual student, you may want to conduct the lesson in a location separated from the other students in the class.
- Use a tripod or other stabilization device to maintain a steady video image.
- Eliminate or reduce unnecessary background or outside noise during your recording session.
- Place the video camera at the appropriate angle and distance to show facial shots of you and some students and to capture the most important elements of student-teacher interactions in the lesson.
- Avoid pointing the video camera directly at the windows or other bright lights. If you do so, individuals in the foreground may be seen only as silhouettes.
- If information on chalkboards, bulletin boards, or overhead screens is an integral part of the lesson, make sure it is easily observable on the video recording. If it is not, you may wish to submit a written copy of the information with your template (see the Instructional Context Form, Section Four).
- To preserve anonymity, avoid recording your name or the name of the school on the video recording. Avoid referring to students by both their first and last names.
- Avoid talking directly to the video camera.
- Make sure the video-recorded instruction continues for a minimum of 5 minutes and no more than 10 minutes; no breaks are permitted in the video-recorded instruction.
- Keep the size of a video file to 150 MB or less by setting the proper resolution on the video camera prior to recording. Commonly used lower resolutions like "320 × 240" and "640 × 480" yield the best results for the purpose of this assessment.

CHECK THE RECORDING

After recording, review what you have recorded. Make sure that

- the instruction that you wish to be viewed by scorers is within the first 10 minutes of the video. If it is not, you must record a different lesson.
- there are **no** audio or visual disturbances, breaks, interruptions, stops/starts, or edits in the recording.
- viewers can clearly see and hear the instruction and any relevant interactions that occur during instruction.
- the video recording meets all other [RICA requirements](#) in this guide.

REVIEW YOUR VIDEO-RECORDED INSTRUCTION

Evaluate whether the video-recorded instruction clearly demonstrates your knowledge and skills in the teaching of reading in relation to the specific competency from the [RICA Content Specifications](#) from which the central instructional objective of the lesson was derived.

FINALIZE YOUR VIDEO RECORDING FOR SUBMISSION

Finalize your video recording for submission by verifying that the file (.asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, or .m4v) can be viewed on a computer.

MAKE COPIES IF DESIRED

It is recommended that you retain a copy of the video-recorded instruction, templates, and any submitted instructional materials until your test results have been reported. **Your submitted evidence will not be returned to you.**

Complete the Reflection Form

After teaching the planned lesson and reviewing your video-recorded instruction for a specific template, complete the **Reflection Form**, which is included in the template for that instruction. **Carefully respond to all questions on the form** because it will be part of your evidence that will be submitted for scoring. Follow the directions below when completing the Reflection Form.

GENERAL DIRECTIONS

1. Respond to the prompts in the form by typing your responses in 12-point Arial font within the brackets below each prompt.
2. Avoid abbreviations and acronyms.

3. Provide complete responses to all applicable questions. Do not refer to a response that you have provided on a form in another template, because scorers will not have access to the other templates you have completed.
4. Respond to the questions on the Reflection Form in relation to the **entire lesson**, even if you recorded only a segment of the lesson.

DIRECTIONS FOR ITEMS 1–5

- Item 1: During the delivery of the planned lesson, did you make any modifications to the lesson in response to the students' (or student's) reading strengths, needs, or other factors? Describe modifications, if any, you made to your planned lesson (as you were delivering it) due to student reading strengths, needs, or other factors. Be **specific** and refer to the lesson plan you provided on the Instructional Context Form. For each modification, explain **why** you decided to make the change, referring whenever possible to student responses and/or behavior.
- Item 2: Evaluate the extent to which the student(s) achieved the lesson's central instructional objective. Refer to Section One, Item 5 on the Instructional Context Form, and cite **specific** student responses or behaviors or other assessment results that support your evaluation.
- Item 3: Reflect on how the lesson might be improved. Refer to the lesson plan you provided on the Instructional Context Form and identify **at least one** aspect of the lesson that could be modified to address the same central instructional objective more effectively in the future.
- Item 4: Describe how you will use assessment information you obtained from the lesson to **plan future instruction**. For example, how will you use the assessment information obtained as a result of the lesson to plan future instruction for the student(s) to build upon or extend their development as a reader(s)? Your response should demonstrate knowledge and skills in competencies associated with Domain 1 of the [RICA Content Specifications](#).
- Item 5: Provide any other information about your lesson that would help scorers understand and evaluate your video-recorded instruction and template responses.

Preparing Materials for Submission

Preparing Your Evidence

You will submit your evidence using the Pearson ePortfolio system. To begin your work, refer to the Submission Specifications on the following page for file requirements, and save the files locally (on your computer or external storage device) for future uploading.

When naming your files, you may find that by including in each filename the specific instruction type (whole-class, small-group, or individual) and whether it is a video or a template, you will be better able to manage and organize your files prior to uploading them to the system.

Before submitting your evidence, you must agree to the RICA Candidate Attestations, which include confirmation that you are the sole author of the submission, including videos, completed templates, and/or other evidence.

Templates

Templates that include the Instructional Context Form and Reflection Form are provided on the [California Educator Credentialing Assessments website](#) for you to use to document your responses to the prompts. To complete the templates, you must

1. download the word-processing template files available;
2. fill out the templates electronically by typing your responses in 12-point Arial font within the brackets below each prompt;
3. log into your account and upload the electronic files or scanned images with any associated evidence to the Pearson ePortfolio system; and
4. review the electronic files you uploaded to ensure that they are the correct files and that they comply with submission requirements.

As you complete these templates, carefully follow the directions on the templates and in this guide.

Remember: Do not use an actual school name, the names of other adults in the classroom who support students, or the names of any students in the evidence you submit. All personally identifiable information (e.g., last names) must be redacted on any evidence you submit.

What to Submit

The Submission Specifications on the following pages list each piece of evidence that must be submitted and provide format specifications and other important information.

Note that your evidence cannot contain hyperlinks to required uploads. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file types listed on the following page.

Since you will not be able to access any of your files in the ePortfolio system after you submit your evidence, you are strongly encouraged to save all your submitted files to your local drive for your records.

Submission Specifications

SETTING 1: WHOLE-CLASS INSTRUCTION

What to Submit	Supported File Types	# of Files	Response Length	Additional Information
Part A: Whole-Class Instruction Video	.asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, .m4v	1	Video must be at least 5 minutes, but no more than 10 minutes	<ul style="list-style-type: none">• Before video recording, verify permission from families and/or guardians of students and from adults who appear in each video.• Be sure the individuals who are actively participating are visible in each video recording and clearly heard. The candidate's face must be visible.• Ensure that each video recording is of sufficient visual and sound quality to serve as evidence.
Part B: Whole-Class Instruction Template	.docx, .odt, .pdf	1	N/A	<ul style="list-style-type: none">• Download the template from the California Educator Credentialing Assessments website.• Type your response to each prompt in 12-point Arial font within the brackets provided below each prompt.• If your lesson involves the use of instructional materials that may be difficult for scorers to see as they view your video recording (e.g., reading excerpt, student worksheet, handout, student work product), you may include these materials at the end of the template file.

SETTING 2: SMALL-GROUP INSTRUCTION

What to Submit	Supported File Types	# of Files	Response Length	Additional Information
Part A: Small-Group Instruction Video	.asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, .m4v	1	Video must be at least 5 minutes, but no more than 10 minutes	<ul style="list-style-type: none"> • Before video recording, verify permission from families and/or guardians of students and from adults who appear in each video. • Be sure the individuals who are actively participating are visible in each video recording and clearly heard. The candidate's face must be visible. • Ensure that each video recording is of sufficient visual and sound quality to serve as evidence.
Part B: Small-Group Instruction Template	.docx, .odt, .pdf	1	N/A	<ul style="list-style-type: none"> • Download the template from the California Educator Credentialing Assessments website. • Type your response to each prompt in 12-point Arial font within the brackets provided below each prompt. • If your lesson involves the use of instructional materials that may be difficult for scorers to see as they view your video recording (e.g., reading excerpt, student worksheet, handout, student work product), you may include these materials at the end of the template file.

SETTING 3: INDIVIDUAL INSTRUCTION

What to Submit	Supported File Types	# of Files	Response Length	Additional Information
Part A: Individual Instruction Video	.asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, .m4v	1	Video must be at least 5 minutes, but no more than 10 minutes	<ul style="list-style-type: none"> • Before video recording, verify permission from families and/or guardians of students and from adults who appear in each video. • Be sure the individuals who are actively participating are visible in each video recording and clearly heard. The candidate's face must be visible. • Ensure that each video recording is of sufficient visual and sound quality to serve as evidence.
Part B: Individual Instruction Template	.docx, .odt, .pdf	1	N/A	<ul style="list-style-type: none"> • Download the template from the California Educator Credentialing Assessments website. • Type your response to each prompt in 12-point Arial font within the brackets provided below each prompt. • If your lesson involves the use of instructional materials that may be difficult for scorers to see as they view your video recording (e.g., reading excerpt, student worksheet, handout, student work product), you may include these materials at the end of the template file.

Scoring and Score Reporting

Scoring Your Submission

Videos and templates will be scored by at least two qualified and well-oriented California educators using a method known as focused holistic scoring and a four-point scoring scale. Submitted materials that do not meet the [requirements](#) listed in this guide will be identified as such and will not be assigned scores. Scoring of each video and accompanying template will focus on the extent to which they meet the following performance characteristics:

- **PURPOSE**
The candidate demonstrates an understanding of the relevant content and pedagogical knowledge from the specified RICA domains by fulfilling the purpose of the assessment.
- **APPLICATION OF CONTENT**
The candidate accurately and effectively applies the relevant content and pedagogical knowledge from the specified RICA domains by planning, presenting, and analyzing a lesson that is based on one or more appropriate instructional objectives and that is appropriate in relation to the assessed needs of the students and the instructional setting (i.e., whole class, small group, or individual).
- **SUPPORT**
The candidate supports the submission with appropriate information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.

The four-point [scoring scale](#) is provided on the next page. For each video and accompanying template that meets the [requirements](#) listed in this guide, the scoring process will result in two scores (one from each scorer) based on the four-point scale. The total score (assuming none of your submitted materials received a rating of "[Requirements Not Met](#)") will be the sum of the scores for your three videos and accompanying templates.

The minimum passing score for the RICA Video Performance Assessment is established by the Commission on Teacher Credentialing (CTC) on the basis of recommendations provided by California teachers and teacher educators. Test results are reported as scaled scores. A scaled score is based on the number of raw score points earned on each video and accompanying template. Raw scores are converted to a scale of 100 to 300. To pass the assessment, you must earn a total score that is equal to or greater than the minimum passing score.

VIDEO ASSESSMENT SCORING SCALE

<p>4</p>	<p>The "4" submission reflects a thorough understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission completely fulfills the purpose of the assessment by responding fully to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more appropriate instructional objectives, is appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides strong supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
<p>3</p>	<p>The "3" submission reflects an adequate understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission generally fulfills the purpose of the assessment by responding adequately to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more generally appropriate instructional objectives, is generally appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides adequate supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
<p>2</p>	<p>The "2" submission reflects a limited understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission partially fulfills the purpose of the assessment by responding in a limited way to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more partially appropriate instructional objectives, is partially appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a limited and generally ineffective application, which may include significant inaccuracies, of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides limited supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
<p>1</p>	<p>The "1" submission reflects little or no understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission fails to fulfill the purpose of the assessment by responding inadequately to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more inappropriate instructional objectives, is inappropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a largely inaccurate and/or ineffective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides little or no supporting information, explanations, or rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
<p>RNM</p>	<p>Requirements Not Met (i.e., the requirements listed in the <i>RICA Video Performance Assessment Guide</i> were not met).</p>
<p>B</p>	<p>The first 10 minutes of the video are blank.</p>

Score Reporting

Your RICA results will be reported to you; the CTC; the college, university, or district intern program, if any, that you indicated when registering for the Video Performance Assessment; and any other institution or office authorized or required by law. To protect the confidentiality of your results, no RICA results will be provided over the telephone or by fax, and with the exceptions specified above, no RICA results will be released to anyone without your permission.

Your test results will be emailed to you if you requested this option when you registered. They will also be available in your account at 10 p.m. (PST) on the test results release date that corresponds to your submission deadline. Test results are available for two years in your account.

Your test results will indicate the submission deadline associated with the scoring of your submission and your passing status. If you pass, your report will not include any scores (to ensure that they are not misused) but may include diagnostic information about one or more of your submitted materials. If you do not pass, your test results will include your total score, your score on each video and accompanying template, and diagnostic information.

Receiving a Rating of "Requirements Not Met"

If **one** video and accompanying template receive a rating of "Requirements Not Met," you will not pass the assessment. You will, however, be given the opportunity to replace the noncompliant video and template if your scores on the other two videos and accompanying templates are high enough to allow the possibility of your passing the assessment if you replaced the noncompliant evidence (see [below](#)). There will be a fee for this opportunity.

If **two or three** of your videos and accompanying templates receive a rating of "Requirements Not Met," you will not pass the assessment and you will not be given an opportunity to replace the noncompliant evidence (see [below](#)).

ONE VIDEO AND TEMPLATE RECEIVE "REQUIREMENTS NOT MET" RATING

If **one** video and accompanying template receive a rating of "Requirements Not Met," you will not pass the assessment. One of the two following scenarios will apply:

1. If the scores on your other two videos and templates are high enough to allow you the possibility of passing if you replaced the noncompliant video and accompanying template, you will

receive a notice in place of a test results report. The notice will (a) indicate that you have not passed the assessment, (b) identify the video and accompanying template that failed to meet the requirements and the specific requirement(s) that were not met, and (c) offer you two options.

- Option One would be to receive a test results report that provides scores and, if applicable, diagnostic information for the two videos and templates that were scored. There would be no fee associated with this option. If you were to select Option One, and if you would like to retake the Video Performance Assessment, you would need to reregister, submit three new videos and templates, and pay the entire test fee.
 - Option Two would be to replace the noncompliant video and accompanying template. If you were to select this option and replace the noncompliant video and accompanying template, they would be scored, their score would be added to the scores of the two previously submitted videos and templates, and you would then receive a test results report. There would be a fee associated with Option Two, and you would not be offered this option twice on the same registration.
2. If the scores on your other two videos and templates are not high enough to allow you the possibility of passing if you replaced the noncompliant video and accompanying template, your test results will (a) indicate that you have not passed the assessment, (b) identify the video and accompanying template that failed to meet the requirements and the specific requirement(s) that were not met, and (c) provide the scores and, if applicable, diagnostic information for your other two videos and templates.

TWO OR THREE VIDEOS AND TEMPLATES RECEIVE "REQUIREMENTS NOT MET" RATING

If **two or three** of your videos and accompanying templates receive a rating of "Requirements Not Met," you will not pass the assessment. Your test results report will (a) indicate that you have not passed the assessment, (b) identify the videos and accompanying templates that failed to meet the requirements and the specific requirements that were not met, and (c) if applicable, provide the score and, if applicable, diagnostic information for the video(s) and accompanying template(s) that were scored.

RICA Video-Recording Camera Arrangements

Suggestions for setting up the video camera to make a self-recorded or a camera-operator-recorded video recording are provided below. The suggestions are most applicable to the whole-class and small-group lessons. For any type of recording, for best results the camera lens should be directed away from windows or other sources of light.

Self-Recording

If you choose to self-record, you will need to determine the camera placement and lens adjustment that are best for recording your planned instructional activities. Through trial-and-error experimentation with camera placement and the lens's depth of field, you will need to identify the area of the classroom that will be visible in the recording.

Figure 1 presents three camera arrangements that you may wish to consider if you plan to self-record instruction.

KEY

T = Teacher
S = Students

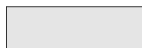
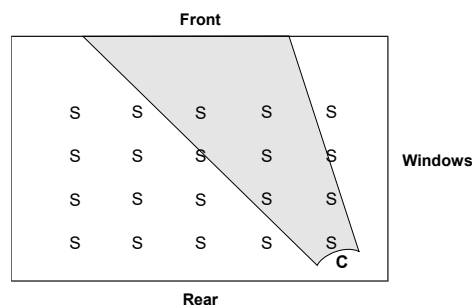
C = Camera
 = Camera Field of View

Figure 1. Some Camera Arrangements for Self-Recording

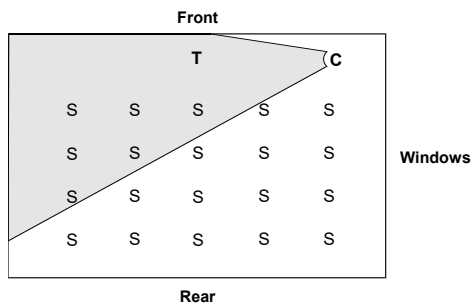
A. Rear-View Camera Arrangement (Row Seating)

Camera is set up in rear corner of classroom. Facial shots of teacher and some students are in field of view.



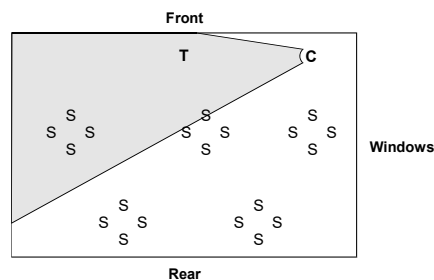
B. Front View Camera Arrangement (Row Seating)

Camera is set up in front corner of classroom. Facial shots of teacher and some students are in field of view.



C. Front-View Camera Arrangement (Group Seating)

Camera is set up in front corner of classroom to record facial shots of teacher and one or more groups of students.



Recording by Camera Operator

Figure 2 presents three camera arrangements that you may wish to consider if you plan to record instruction with the assistance of a camera operator.

KEY

T = Teacher

C = Camera

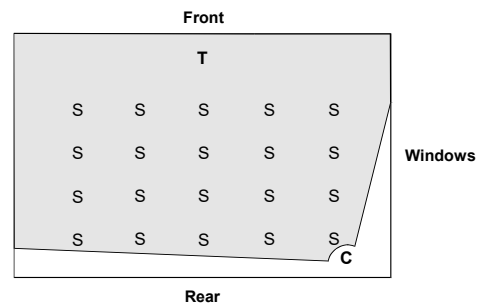
S = Students

 = Camera Field of View

Figure 2. Some Camera Arrangements for Recording by Camera Operator

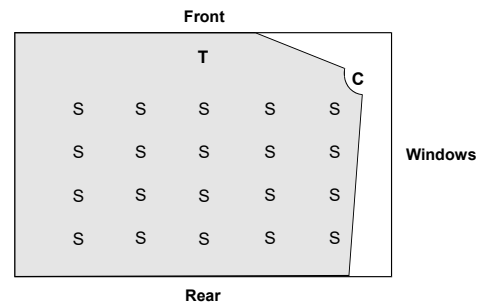
A. Rear-View Camera Arrangement (Row Seating)

Camera operator pans side to side to record facial shots of teacher and students from rear corner of classroom.



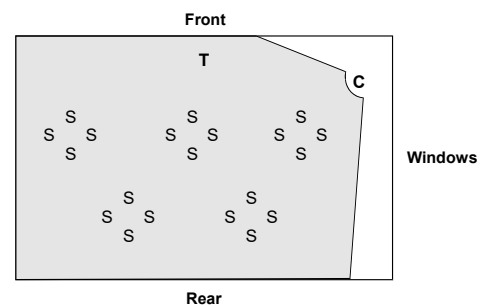
B. Front View Camera Arrangement (Row Seating)

Camera operator pans side to side to record facial shots of teacher and students from front corner of classroom.



C. Front-View Camera Arrangement (Group Seating)

Camera operator pans side to side to record facial shots of teacher and students from front corner of classroom.



RICA Content Specifications



READING INSTRUCTION COMPETENCE ASSESSMENT[®] (RICA[®])

CONTENT SPECIFICATIONS

(effective as of the August 8, 2009, test administration)

Description of the RICA Content Specifications

The goal of reading instruction is to develop competent, thoughtful readers who are able to use, interpret, and appreciate all types of text. Beginning teachers need to be able to deliver effective reading instruction that is based on the results of ongoing assessment; reflects knowledge of state reading standards for different grade levels; represents a balanced, comprehensive reading curriculum; and is sensitive to the needs of all students.

The purpose of the RICA is to ensure that California candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (education specialist) possess the knowledge and skills important for the provision of effective reading instruction to students.

Both the RICA Written Examination and the RICA Video Performance Assessment are based on the same set of teacher knowledge and skills important for the provision of effective reading instruction to students. These competencies, described in the RICA Content Specifications, are organized into the following five domains:

Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment

Domain 2: Word Analysis

Domain 3: Fluency

Domain 4: Vocabulary, Academic Language, and Background Knowledge

Domain 5: Comprehension

The RICA Content Specifications were developed by the CTC's RICA Design Team, consisting of California teachers, administrators, reading specialists, and teacher educators with experience and expertise in the areas of reading and reading instruction. Draft RICA Content Specifications were the subject of a field review in which approximately 1,900 California teachers and teacher educators judged the importance of the proposed competencies. The RICA Design Team used the results of the field review to finalize the RICA Content Specifications, which were subsequently adopted by the CTC.

Important Notes About the RICA Content Specifications

- Each domain includes two or more competencies. The order of the competencies and the order of the descriptive statements within each competency do not indicate relative importance or value.
- Many of the competencies include examples ("e.g."). The examples are not comprehensive. They are provided to help clarify the knowledge and abilities described in the competency.
- The competencies pertain to the teaching of reading in English, even though many of the competencies may also be relevant to the teaching of reading in other languages.
- In all the Universal Access descriptive statements related to *advanced learners*, this term refers to students who are advanced with respect to relevant state standards addressed by the competency. The term *advanced learners* is not meant to imply that the learners are necessarily advanced in all areas of reading.

DOMAIN 1—PLANNING, ORGANIZING, AND MANAGING READING INSTRUCTION BASED ON ONGOING ASSESSMENT

COMPETENCY 1: Understand how to plan, organize, and manage standards-based reading instruction.

Including:

- (1) Demonstrate knowledge of fundamental principles involved in planning, organizing, and managing reading instruction in a research-based, standards-based reading program. For example:
 - a. basing instruction on the standards/curriculum outlined in the English Language Arts (ELA) Content Standards through the primary use of California State Board of Education (SBE)–adopted materials for both instruction and intervention
 - b. ensuring that instruction provides a balanced, comprehensive reading program as described in the California Reading/Language Arts (RLA) Framework (2007)
 - c. making instructional decisions based on ongoing assessment results
 - d. ensuring that instruction is systematic and explicit and promotes prevention of reading difficulties before they occur
 - e. recognizing that systematic reading instruction is based on the assumption that students master particular skills and knowledge at designated points in time and that earlier skills are foundational and requisite for later, more complex higher-order skills and knowledge
 - f. ensuring that daily instruction is differentiated to address the full range of learners in the classroom and conveys high expectations to all learners
 - g. ensuring that planning includes both short- and long-term goals that lead to daily, evidence-based learning objectives

- (2) Demonstrate knowledge of key factors to consider in planning differentiated reading instruction. For example:
 - a. students' assessed knowledge and skills in the specific area(s) of reading
 - b. prerequisite knowledge and skills (i.e., the knowledge and skills required for students to be able to benefit from instruction)
 - c. pacing of instruction
 - d. complexity of the content/skills to be presented
 - e. scaffolds to ensure that all students have access to higher-level knowledge and skills
- (3) Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of all students. For example:
 - a. using flexible grouping, individualized instruction, and whole-class instruction as needed
 - b. using all components of core California SBE–adopted materials to make grade-level content accessible to all students
 - c. recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)
- (4) Demonstrate knowledge of components of effective instructional delivery in reading as described in the California RLA Framework (2007). For example:
 - a. orientation (e.g., engagement, teacher demonstration)
 - b. presentation (e.g., explicit instruction, modeling, pacing)
 - c. structured and guided practice (e.g., reinforcement, questioning, feedback, corrections, peer-mediated instruction)
 - d. independent practice and application
- (5) Demonstrate knowledge of strategies for engaging students in reading instruction and motivating them to progress in their reading development. For example:
 - a. providing instruction that enables students to develop the skills necessary for successful reading
 - b. creating a stimulating learning environment
 - c. providing appropriate reading materials (e.g., readable and interesting)
 - d. reading aloud to students
 - e. encouraging parents/guardians to read to their children and to model the value of reading at home for pleasure and information

- (6) Demonstrate knowledge of a variety of strategies for promoting purposeful independent reading of a wide variety of narrative/literary and expository/informational texts (e.g., teaching students how to select books at appropriate reading levels, using students' personal interests to help motivate and increase independent reading, providing structured independent-reading opportunities in class, supporting at-home reading) and methods for monitoring students' independent reading (e.g., student-maintained reading logs, book reports, formal and informal oral presentations, class discussions, book talks).
- (7) Demonstrate knowledge of factors involved in creating a literacy-rich environment and strategies for promoting students' lifelong appreciation for reading for pleasure and for information (e.g., encouraging book clubs, literature circles, author studies, and other reading discussion groups; helping students use reading to set and pursue their own research goals).
- (8) Demonstrate knowledge of support systems that can be used to promote the skillful teaching of reading (e.g., reading coach, grade-level team meetings and professional development that are focused on instruction and California SBE-adopted materials).

COMPETENCY 2: Understand the purposes of reading assessment and best practices related to standards-based entry-level assessment, monitoring of student progress, and summative assessment.

Including:

- (1) Demonstrate knowledge of the three primary purposes of reading assessment:
 - a. entry-level assessment (e.g., using standards/curriculum-based assessments to determine the extent to which students possess crucial prerequisite skills and knowledge expected at their grade level and to determine students' current skills and knowledge in a specific area of reading prior to planning instruction and/or intervention in that area)
 - b. monitoring of student progress—for example:
 - conducting curriculum-based assessment on an ongoing basis to determine whether students are progressing adequately toward achieving standards
 - analyzing whether instruction has been effective or requires adjustment to meet the needs of students
 - as needed, using formal and informal diagnostic assessments in word analysis, fluency, vocabulary, academic language, background knowledge, and comprehension to determine students' specific instructional needs
 - c. summative assessment (e.g., using standards-based assessments to determine whether students have achieved the goals defined by the standards or a group of standards)
- (2) Recognize that students with an Individualized Education Program (IEP) may require alternative assessments.

- (3) Demonstrate knowledge of quality indicators (e.g., reliability, validity) that apply to standardized assessments.
- (4) Demonstrate ability to interpret results of assessments and to use evidence from assessments to determine whether a student is performing below, at, or above expected levels of performance with respect to grade-level content standards and benchmarks, and demonstrate knowledge of strategies for collecting, organizing, and documenting these results to support effective instructional planning.
- (5) Demonstrate knowledge of assessments used to determine students' independent, instructional, and frustration reading levels; how to interpret results of these assessments; and how to use this information to plan interventions for individuals and small groups.
- (6) Demonstrate knowledge of strategies for communicating assessment results and reading progress to students, parents/guardians, and relevant school and district personnel.

DOMAIN 2—WORD ANALYSIS

COMPETENCY 3: Understand the role of phonological and phonemic awareness in reading development and how to develop students' phonological and phonemic awareness skills.

Including:

- (1) Demonstrate knowledge of the role of phonological and phonemic awareness in reading development.
- (2) Recognize the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in a spoken word).
- (3) Demonstrate knowledge of the continuum of research-based, systematic, explicit instruction in phonological awareness (e.g., detecting and identifying word boundaries, syllables, rhyming words, and onset/rime), including phonemic awareness (e.g., recognizing that words are made up of separate phonemes; distinguishing initial, medial, and final phonemes; blending, segmenting, deleting, and substituting phonemes).
- (4) Recognize the relationship between phonemic awareness and the development of phonics knowledge and skills (e.g., letter-sound correspondence, blending), and demonstrate knowledge of strategies for helping students make explicit connections between their phonemic awareness and letters (e.g., teaching phonemic awareness both preceding instruction in letter knowledge and in concert with instruction in the alphabetic principle and letter-sound correspondence).

- (5) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of phonological awareness, including phonemic awareness (i.e., Universal Access as described in Chapter 7 and relevant ELA Content Standards in the California RLA Framework [2007]). For example:
- a. providing differentiated instruction in phonological awareness, including phonemic awareness, to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key skills, especially blending and segmenting; reteaching skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice)
 - b. providing differentiated instruction in phonological awareness, including phonemic awareness, to support students with special needs (e.g., using a variety of concrete examples to explain a concept or task, including using visual, auditory, kinesthetic, and tactile techniques; reteaching skills that are lacking; providing additional practice)
 - c. providing differentiated instruction in phonological awareness, including phonemic awareness, to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of relevant knowledge and skills from the primary language, explicitly teaching nontransferable phonemes and phoneme sequences)
 - d. providing differentiated instruction in phonological awareness, including phonemic awareness, to address the needs of advanced learners (e.g., increasing the pace of instruction, building on and extending current skills)
- (6) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to phonological awareness, including phonemic awareness. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in phonological awareness, including phonemic awareness, for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in phonological awareness, including phonemic awareness; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

COMPETENCY 4: Understand the role of concepts about print, letter recognition, and the alphabetic principle in reading development and how to develop students' knowledge and skills in these areas.

Including:

- (1) Recognize the role of print awareness in early reading development and identify explicit, research-based strategies for teaching various concepts about print (e.g., developing an awareness of the relationship between spoken and written language and an understanding

that print carries meaning; recognizing letter, word, and sentence representation; recognizing the directionality of print; developing the ability to track print in connected text; developing book-handling skills).

- (2) Recognize the importance of accurate and rapid uppercase and lowercase letter recognition in reading development and demonstrate knowledge of research-based, systematic, explicit instruction in letter recognition, letter naming, and letter formation, including factors to consider when planning instruction in these areas (e.g., how to systematically introduce visually and auditorily similar letters, the importance of providing practice in writing letters and words).
- (3) Recognize the role of the alphabetic principle in reading development, in particular the interrelationships among letter-sound (i.e., grapheme-phoneme) correspondence, phonemic awareness, and beginning decoding (e.g., sounding out and blending letter sounds), and demonstrate knowledge of research-based, systematic, explicit instruction in the alphabetic principle.
- (4) Recognize the role of writing (i.e., students' use of phonetic spelling) in promoting and reinforcing students' understanding of the alphabetic principle and letter-sound correspondence.
- (5) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of concepts about print, letter recognition, and the alphabetic principle (i.e., Universal Access). For example:
 - a. providing differentiated instruction in these areas of reading to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key concepts and skills; reteaching concepts, letters, and skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice)
 - b. providing differentiated instruction in these areas of reading to support students with special needs (e.g., focusing on key concepts; using a variety of concrete examples to explain a concept or task; reteaching concepts, letters, and skills that are lacking using visual, auditory, kinesthetic, and tactile techniques; providing additional practice)
 - c. providing differentiated instruction in these areas of reading to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of relevant knowledge and skills from the primary language; recognizing that not all languages are alphabetic and that key features of alphabets vary, including letters, directionality, and phonetic regularity)
 - d. providing differentiated instruction in these areas of reading to address the needs of advanced learners (e.g., increasing the pace of instruction, building on and extending current knowledge and skills)
- (6) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to concepts about print, letter recognition, and the alphabetic principle. For example:

- a. demonstrating ability to describe and use appropriate formal and informal assessments in concepts about print, letter recognition, and the alphabetic principle for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
- b. demonstrating ability to analyze and interpret results from these assessments
- c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in concepts about print, letter recognition, and the alphabetic principle; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

COMPETENCY 5: Understand important terminology and concepts involved in phonics instruction and recognize the role of phonics and sight words in reading development.

Including:

- (1) Recognize the role of phonics and sight words in accurate, automatic word identification, including how word identification contributes to word recognition (i.e., the process by which a reader connects a decoded word to an existing word in his/her oral vocabulary) and how automaticity in word recognition supports development of reading fluency and comprehension.
- (2) Recognize the importance of sequencing phonics and sight-word instruction according to the increasing complexity of linguistic units and demonstrate knowledge of terminology and concepts related to these units. For example:
 - a. types of consonant sounds (e.g., continuous sounds, stop sounds)
 - b. common, regular letter combinations (e.g., consonant digraphs, consonant blends, vowel digraphs, diphthongs, *r*- and *l*-controlled vowels)
 - c. common inflected morphological units that are taught as part of phonics instruction (e.g., the suffixes *-ed*, *-er*, *-est*, *-ing*, and *-s*)
 - d. common word patterns of increasing difficulty (e.g., VC, CVC, CVCC, CCVC, CVVC, CVCe)
 - e. common syllable patterns and syllabication as applied to decoding multisyllabic words
 - f. why some words are phonetically irregular and never decodable (e.g., *of*, *the*, *was*)
 - g. how and when irregular words fit into the continuum of phonics instruction
 - h. why some decodable words must be taught as sight words until their phonetic pattern has been taught (e.g., *park* is decodable but is taught as a sight word until *r*-controlled *a* is introduced)

- (3) Recognize that decoding and encoding are reciprocal skills and demonstrate knowledge of the interrelationships between phonics development and stages of spelling development (i.e., precommunicative writing, semiphonetic, phonetic, transitional, and conventional). For example:
- a. how phonics knowledge supports both reading and spelling/orthographic development
 - b. how development of spelling/orthographic knowledge supports development of decoding skills
 - c. how research-based, systematic, sequential spelling instruction reinforces phonics and vocabulary development
 - d. how writing activities provide opportunities for applying phonics knowledge in context
 - e. how a student's stage of spelling development has implications for both spelling and phonics instruction

COMPETENCY 6: Understand how to develop students' phonics knowledge and skills and recognition of sight words to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.

Including:

- (1) Demonstrate knowledge of the continuum of research-based, systematic, explicit instruction in phonics and sight words appropriate for students at the beginning-reading stage (i.e., as students progress from sounding out letter by letter to recognizing words as units of letters). For example:
- a. teaching sounding out and blending of regular VC and CVC words
 - b. teaching whole-word reading focused on single-syllable regular words and some high-frequency irregular sight words
 - c. using decodable text to ensure that students have abundant practice with phonics elements and sight words already taught
 - d. teaching students to use phonics knowledge to spell VC and CVC words
- (2) Demonstrate knowledge of the continuum of research-based, systematic, explicit instruction in phonics and sight words appropriate for students at more advanced stages of decoding development (i.e., as students progress in word reading involving words with increasing linguistic complexity). For example:
- a. teaching CVCC, CCVC, and CVVC words containing common, regular letter combinations
 - b. teaching regular CVCe words
 - c. teaching words containing phonics elements that are less common (e.g., *kn, ph*)
 - d. continuing use of decodable text to ensure that students have abundant practice with phonics elements and sight words already taught

- e. teaching words formed by adding a common inflected ending (e.g., *-ed*, *-er*, *-est*, *-ing*, *-s*) to a base word
 - f. teaching students to use phonics knowledge to spell more complex orthographic patterns in single-syllable words and in words formed by adding a common inflected ending to a single-syllable word
- (3) Demonstrate knowledge of research-based, systematic, explicit instruction in sight words, including:
- a. identifying high-frequency words that do and do not conform to regular phonics/spelling patterns
 - b. recognizing factors that affect the sequence of instruction for specific sight words (e.g., the frequency with which a word occurs in students' reading materials, how visually similar or dissimilar a word is to other sight words)
 - c. identifying explicit strategies for helping students master the spelling of high-frequency sight words
- (4) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of phonics skills, sight-word knowledge, and spelling of single-syllable words (i.e., Universal Access). For example:
- a. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key phonics skills and high-frequency sight words, reteaching phonics skills and sight words that are lacking, using a variety of concrete examples to explain a concept or task, providing additional practice)
 - b. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to support students with special needs (e.g., using systematic and explicit synthetic phonics instruction; focusing on key concepts and skills, such as key phonics elements and sight words; using a variety of concrete examples to explain a concept or task; using visual, auditory, kinesthetic, and tactile techniques to teach spelling and to promote mastery of new sight words; reteaching content and skills that are lacking; providing additional practice)
 - c. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of relevant knowledge and skills from the primary language; explicitly teaching sounds that do not transfer; explicitly teaching the meaning of sight words, if needed)
 - d. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, building on and extending current knowledge and skills)

- (5) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to phonics, sight words, and spelling of single-syllable words. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in phonics, sight words, and spelling of single-syllable words for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in phonics, sight words, and spelling of single-syllable words; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

COMPETENCY 7: Understand the role of syllabic and structural analysis and orthographic knowledge in reading development and how to develop students' knowledge and skills in these areas to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.

Including:

- (1) Recognize how phonics skills, sight-word knowledge, and knowledge and skills in syllabic and structural analysis and orthography all work in concert to support students' development of accurate word analysis, which leads to automaticity in word recognition.
- (2) Recognize the role of structural analysis (e.g., decoding multisyllabic words formed by adding a prefix and/or suffix to a base word or base morpheme) and syllabic analysis (e.g., decoding multisyllabic words composed of common syllable patterns, such as open and closed syllables) in accurate word analysis and spelling of multisyllabic words.
- (3) Demonstrate knowledge of systematic, explicit instruction in structural and syllabic analysis and spelling of multisyllabic words. For example:
 - a. teaching multisyllabic words formed by adding a common prefix or suffix to a base word
 - b. teaching multisyllabic words that follow common syllable patterns
 - c. teaching students to use knowledge of structural analysis and syllable patterns to spell multisyllabic words
- (4) Recognize the strong relationship between orthographic knowledge and word analysis and demonstrate knowledge of systematic, explicit instruction in spelling/orthography. For example:
 - a. teaching students to spell larger, more complex chunks of letters (phonograms), such as *-ight*
 - b. teaching students to apply common orthographic generalizations (rules) (e.g., changing the ending of a word from *-y* to *-ies* when forming the plural)

- c. teaching students to accurately recognize and use common homophones (e.g., *to, two,* and *too; hair and hare*)
- (5) Recognize the importance of providing students with frequent opportunities to develop and extend their syllabic analysis skills, structural analysis skills, and orthographic knowledge in their reading and writing. For example:
- a. frequently reading texts that contain words using affixes, syllable patterns, and orthographic patterns and rules already taught
 - b. frequently engaging in writing activities that include opportunities to apply knowledge of more complex orthographic patterns and spelling of multisyllabic words
- (6) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of syllabic and structural analysis and orthographic knowledge to support decoding and spelling of multisyllabic words and spelling of words that follow more complex orthographic patterns or rules (i.e., Universal Access). For example:
- a. providing differentiated instruction in these areas to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key skills and knowledge, such as frequently occurring syllable patterns and affixes and related orthographic patterns; reteaching concepts and skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice)
 - b. providing differentiated instruction in these areas to support students with special needs (e.g., focusing on key skills and knowledge, such as frequently occurring syllable patterns and affixes and related orthographic patterns; using a variety of concrete examples to explain a concept or task; using visual, auditory, kinesthetic, and tactile techniques; reteaching concepts and skills that are lacking; providing additional oral practice with new words)
 - c. providing differentiated instruction in these areas to address the needs of English Learners and speakers of nonstandard English (e.g., explicitly teaching common English roots and affixes)
 - d. providing differentiated instruction in these areas to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, building on and extending current knowledge and skills)
- (7) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to development of syllabic analysis, structural analysis, orthographic knowledge, spelling of multisyllabic words, and spelling of words that follow more complex orthographic patterns or rules. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in these areas for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments

- c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in these areas, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met

DOMAIN 3—FLUENCY

COMPETENCY 8: Understand the role of fluency in reading development and factors that affect students' development of fluency.

Including:

- (1) Demonstrate knowledge of the role of fluency in all stages of reading development (e.g., the progression from letter naming to word reading to connected text).
- (2) Demonstrate knowledge of key indicators of reading fluency and their interrelationships:
 - a. accuracy (i.e., accurate decoding and word recognition)
 - b. rate
 - c. prosody (i.e., reading with expression, including using appropriate stress or emphasis, variation in pitch and intonation, and pausing in a manner that reflects meaningful phrasing and knowledge of syntax and mechanics)
- (3) Demonstrate knowledge of the interrelationships among word analysis skills, fluency, vocabulary, academic language, background knowledge, and comprehension. For example:
 - a. the role of fluency as a bridge between word analysis skills and comprehension (i.e., fluency includes the ability to decode automatically and thereby have the capacity to comprehend text at the same time)
 - b. why fluency supports reading comprehension (e.g., automaticity theory)
 - c. the reciprocity between prosody and comprehension
- (4) Demonstrate knowledge of factors that can disrupt fluency (e.g., weak word analysis skills, stopping frequently to decode unrecognized or unfamiliar words, lack of familiarity with content vocabulary, lack of background knowledge, texts that contain a large number of one-use and multisyllabic content words, lack of familiarity with more complex syntactic structures).
- (5) Recognize the role of decodable text in promoting fluent reading in students who are acquiring basic phonics skills and the importance of transitioning students to a broader range of appropriate texts as they progress in their word analysis skills.
- (6) Recognize the critical role of systematic, explicit instruction in promoting fluency development.

- (7) Recognize the limitations of using independent silent reading to increase automaticity (i.e., students who do not have automaticity need to practice reading out loud, primarily to themselves).
- (8) Identify factors that help make independent silent reading more effective in supporting fluency development (e.g., ensuring that students select books at appropriate reading levels and holding them accountable for comprehension).

COMPETENCY 9: Understand how to promote students' fluency development.

Including:

- (1) Demonstrate knowledge of essential, research-based components of effective fluency instruction (e.g., guidance, practice, feedback) and how each contributes to fluency development with respect to accuracy, rate, and prosody.
- (2) Demonstrate knowledge of research-based, systematic, explicit instruction in fluency, including when and how fluency instruction should be introduced.
- (3) Demonstrate knowledge of research-based, systematic, explicit strategies for building fluency with respect to accuracy (e.g., providing systematic, explicit instruction in phonemic awareness, phonics, and sight words, as needed).
- (4) Demonstrate knowledge of research-based, systematic, explicit strategies for building fluency with respect to rate. For example:
 - a. for students whose decoding is not automatic—engaging in whisper reading (i.e., reading out loud to themselves) as the teacher monitors individual students
 - b. for students whose decoding is automatic—engaging in independent silent reading with accountability for comprehension
- (5) Demonstrate knowledge of research-based, systematic, explicit strategies for building fluency with respect to prosody. For example:
 - a. modeling and phrase-cued reading
 - b. purposeful, teacher-directed instruction across subject matter to build content knowledge and academic language
- (6) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of fluency (i.e., Universal Access). For example:
 - a. providing differentiated fluency instruction to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., using texts written at students' independent reading levels; as needed, focusing on improving accuracy through additional word analysis instruction and/or focusing on improving rate through additional practice using either oral or silent reading depending on the student's automaticity)

- b. providing differentiated fluency instruction to support students with special needs (e.g., using texts written at students' independent reading levels, focusing on building word analysis skills and recognition of key sight words to promote automaticity, reteaching word analysis skills and sight words that are lacking, providing additional oral reading practice with appropriate-level texts)
 - c. providing differentiated fluency instruction to address the needs of English Learners and speakers of nonstandard English (e.g., explicitly teaching English intonation patterns, phrasing, syntax, and punctuation)
 - d. providing differentiated fluency instruction to address the needs of advanced learners (e.g., using more advanced texts to enhance and broaden fluency development)
- (7) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to fluency (i.e., accuracy, rate, and prosody). For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments to determine students' fluency with respect to accuracy, rate, and prosody for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in fluency with respect to accuracy, rate, and prosody; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

DOMAIN 4—VOCABULARY, ACADEMIC LANGUAGE, AND BACKGROUND KNOWLEDGE

COMPETENCY 10: Understand the role of vocabulary, academic language, and background knowledge in reading development and factors that affect students' development of vocabulary, academic language, and background knowledge.

Including:

- (1) Demonstrate knowledge of the role of vocabulary, academic language, and background knowledge in reading development. For example:
- a. the role of vocabulary knowledge in the development of word recognition and fluency
 - b. the role of vocabulary knowledge in reading comprehension (e.g., vocabulary knowledge as both a key indicator and a predictor of comprehension ability)
 - c. the role of academic language in reading comprehension and learning (e.g., knowledge of more complex grammatical structures supports comprehension of more advanced texts)

- d. the role of background knowledge in reading comprehension and learning (e.g., background knowledge of content as a key indicator of how well a student will learn new information related to that content)
 - e. interrelationships among vocabulary, academic language, background knowledge, and comprehension (e.g., how a reader constructs understanding of a text through both knowledge of the meanings of explicit words in the text and meanings that the reader infers from relevant background knowledge)
- (2) Demonstrate knowledge of important issues related to the development of vocabulary, academic language, and background knowledge. For example:
- a. the critical role of early vocabulary development (prekindergarten through grade 2) in students' later achievement in vocabulary and reading
 - b. the Matthew Effect and its impact on students' growth in vocabulary, academic language, and background knowledge and how effective instruction and intervention can reduce its negative effects
 - c. interrelationships between vocabulary knowledge and concept learning (e.g., how vocabulary acquisition involves concept learning and concept learning supports vocabulary development, how effective vocabulary instruction contributes to the growth of background knowledge)
 - d. vocabulary learning as an incremental process (e.g., more examples in context result in greater depth of understanding)
 - e. the open-ended nature of vocabulary and background knowledge and the implications of this for instruction (e.g., the importance of using approaches in vocabulary instruction that promote knowledge of a larger set of words than the target words)
- (3) Recognize that text tends to use a larger and more sophisticated vocabulary and more complex language structures than speech and plays a critical role in the development of vocabulary, academic language, and background knowledge.
- (4) Recognize the critical role of independent reading in developing students' vocabulary, academic language, and background knowledge (e.g., the correlation between the amount one reads daily and one's academic achievement) and the importance of encouraging independent reading at appropriate levels to promote development of vocabulary, academic language, and background knowledge.
- (5) Demonstrate knowledge of factors to consider in developing students' vocabulary, academic language, and background knowledge. For example:
- a. recognizing that not all words should be given equal emphasis (e.g., the importance of evaluating the usefulness of a word and the frequency with which students will have opportunities to read it and apply it)
 - b. recognizing different tiers of general academic vocabulary

- c. identifying academic vocabulary that has a high level of usefulness and frequency within a given content area
 - d. recognizing how understanding of specialized vocabulary (e.g., *justify*, *analyze*, *determine*) is necessary for performing comprehension tasks
 - e. recognizing the value of promoting students' word consciousness, including their genuine interest in and enthusiasm for words
 - f. recognizing the value of developing students' listening comprehension to support their vocabulary, academic language, and concept development
 - g. recognizing the importance of reinforcing vocabulary, academic language, and content knowledge through oral language, reading, and writing activities
 - h. understanding why learning vocabulary from context is a powerful strategy only when combined with wide reading by and to students
- (6) Demonstrate knowledge of the components of an effective, explicit vocabulary program, including:
- a. direct teaching of specific words (e.g., combining word-meaning instruction with concept development, using both definitional and contextual approaches, promoting integration ["deep processing"] of word meanings)
 - b. promoting development of word-learning strategies (e.g., teaching transferable, generalizable strategies; developing morphological knowledge; developing contextual strategies)
 - c. promoting development of word consciousness
 - d. promoting wide reading and providing meaningful exposure (e.g., providing multiple, meaningful exposures to new vocabulary, academic language, and background knowledge; providing opportunities to use new vocabulary, academic language, and background knowledge in a variety of topical contexts and in multiple subject areas)

COMPETENCY 11: Understand how to promote students' development of vocabulary, academic language, and background knowledge.

Including:

- (1) Demonstrate knowledge of research-based, systematic, explicit instruction in vocabulary (i.e., words and their meanings). For example:
 - a. providing student-friendly definitions
 - b. providing meaningful and contextualized examples, especially for new concepts
- (2) Identify explicit oral and written strategies that promote integration of word knowledge and provide repeated, meaningful exposure to and opportunities to use new academic and content-area vocabulary. For example:
 - a. conducting guided discussions of academic content and concepts

- b. conducting guided discussions of new words and their meanings, including identifying synonyms and antonyms
 - c. discussing words' origins, roots, and/or affixes
 - d. creating semantic and morphological maps
 - e. developing word banks and word logs
 - f. comparing and classifying words orally and in writing
 - g. generating metaphors and analogies with words orally and in writing
 - h. incorporating new vocabulary in subject-matter discussions and written assignments
 - i. using more precise words in speaking and writing
- (3) Demonstrate knowledge of research-based, systematic, explicit instruction in independent strategies for building vocabulary and for determining and verifying the meanings and pronunciations of unfamiliar words or words with multiple meanings. For example:
- a. use of contextual strategies (e.g., using semantic and syntactic context clues, including apposition, to verify the meaning of a word and/or resolve ambiguity)
 - b. use of morphological strategies (e.g., developing knowledge of common roots and affixes, developing knowledge of the processes of word formation, applying structural analysis skills)
 - c. use of reference materials (e.g., using a dictionary, thesaurus, or other text-based or technology-based reference tool)
- (4) Identify explicit strategies for developing students' word consciousness and fostering a love of words (e.g., engaging students in word games, discussing the etymology and morphology of words and supporting students' investigations in etymology and morphology, drawing attention to the use of figurative language in both speech and print, encouraging students to share new and interesting words encountered in speech and print).
- (5) Identify explicit listening-comprehension activities that promote the development of vocabulary, academic language, and background knowledge (e.g., providing word explanations, reading both literary and informational texts aloud to students and conducting guided discussions of text content and vocabulary).
- (6) Recognize the role of wide reading in building vocabulary, academic language, background knowledge, and a love of reading and identify explicit strategies for promoting students' purposeful independent reading of a broad range of literary and informational texts at increasingly challenging levels.
- (7) Demonstrate knowledge of explicit strategies for developing students' knowledge of language and language structures (e.g., knowledge of syntax and grammar, knowledge of elements that promote cohesion and coherence in oral and written discourse) to support their comprehension of texts at the word, sentence, paragraph, and text levels.

- (8) Demonstrate knowledge of explicit strategies for helping students understand similarities and differences between language structures used in spoken and written language, transfer relevant skills from oral language to written language (e.g., helping students make connections between their existing oral vocabulary and new written vocabulary, engaging students in oral rehearsal in preparation for writing), and develop their knowledge of written language structures and conventions (e.g., analyzing how punctuation affects a text's meaning).
- (9) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of vocabulary, academic language, and background knowledge (i.e., Universal Access). For example:
- a. providing differentiated instruction in vocabulary, academic language, and background knowledge to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key vocabulary, academic language structures, and background knowledge; reteaching vocabulary, language structures, and concepts; using a variety of concrete examples to explain a word or concept; providing additional meaningful practice using new words and concepts)
 - b. providing differentiated instruction in vocabulary, academic language, and background knowledge to support students with special needs (e.g., focusing on key concepts; preteaching/reteaching vocabulary and concepts; providing additional exposures to new words and concepts; using concrete examples to explain a word or concept; presenting vocabulary and concepts using visual, auditory, kinesthetic, and tactile techniques; providing additional meaningful oral and written practice using new words and concepts)
 - c. providing differentiated instruction in vocabulary, academic language, and background knowledge to address the needs of English Learners and speakers of nonstandard English (e.g., activating students' prior knowledge by making explicit connections between their current knowledge and new vocabulary/concepts; capitalizing on transfer of cognates; building on students' current language skills and reinforcing their knowledge of basic, functional grammar to facilitate their reading comprehension; emphasizing reading instruction that promotes development of academic language, including explicitly teaching more complex language structures and key vocabulary used in a text; contextualizing new vocabulary and concepts using visual aids, such as pictures, charts, word organizers, and graphic organizers; using "preteach-reteach-practice-review"; building students' morphological knowledge, including knowledge of the meanings of common word roots used in academic language)
 - d. providing differentiated instruction in vocabulary, academic language, and background knowledge to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, building on and extending current knowledge, extending the depth and breadth of assignments)
- (10) Recognize that vocabulary, academic language, and background knowledge are indirectly assessed in reading comprehension assessments and recognize the implications of this in interpreting the results of those assessments.

- (11) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to vocabulary, academic language, and background knowledge. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments to determine students' level of vocabulary, academic language, and background knowledge for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in vocabulary, academic language, and background knowledge; adjust instruction and interventions to meet the identified needs of students; and determine whether students have made progress in learning the content

DOMAIN 5—COMPREHENSION

COMPETENCY 12: Understand literal, inferential, and evaluative comprehension and factors affecting reading comprehension.

Including:

- (1) Recognize how a reader's knowledge and skills in word analysis, fluency, vocabulary, and academic language and the reader's background knowledge affect comprehension (e.g., why automaticity in word recognition facilitates comprehension, how comprehension breaks down when relevant vocabulary or background knowledge is lacking).
- (2) Demonstrate knowledge of literal reading comprehension (e.g., identifying explicitly stated main ideas, details, sequences, cause-and-effect relationships, patterns, and elements of story grammar).
- (3) Demonstrate knowledge of inferential reading comprehension (e.g., inferring main ideas, comparisons, and cause-and-effect relationships not explicitly stated in the text; drawing conclusions or generalizations from a text; using textual evidence to predict outcomes; inferring themes).
- (4) Demonstrate knowledge of evaluative reading comprehension (e.g., recognizing instances of bias, unsupported assumptions, propaganda, and faulty reasoning in texts; distinguishing facts and opinions in texts; reacting to a text's content, characters, and use of language; analyzing themes).
- (5) Recognize the role of syntax in facilitating or impeding reading comprehension and the importance of promoting students' understanding of complex grammatical structures.
- (6) Recognize the role of text structures in facilitating or impeding reading comprehension and the importance of promoting students' understanding of how different types of texts are organized.

- (7) Demonstrate knowledge of the relationship between students' oral language and their ability to comprehend at the word, sentence, paragraph, and text levels.
- (8) Recognize the role of listening comprehension as a foundation for the development of reading comprehension and the importance of using oral language activities (e.g., strategic, purposeful read-alouds) to promote development of comprehension skills.
- (9) Recognize the role that text-based discussions (e.g., instructional conversations, questioning the author, think-pair-share) play in enhancing comprehension.
- (10) Recognize how writing activities (e.g., summarizing, outlining, responding) help support and reinforce students' understanding of a text and their development of reading comprehension skills.
- (11) Recognize the role of independent reading in reinforcing reading comprehension skills and strategies and the importance of promoting purposeful independent reading as a pathway to healthy lifelong reading habits.

COMPETENCY 13: Understand how to facilitate reading comprehension by providing instruction that prepares students for the reading task, scaffolds them as needed through the reading process, and prepares them to respond to what they have read.

Including:

- (1) Demonstrate knowledge of explicit instructional strategies for orienting students to new texts (e.g., teacher modeling, previewing, using textual evidence to predict outcomes, using graphic features, activating and discussing prior knowledge related to the topic, developing background knowledge, setting a purpose for reading, generating questions prior to reading).
- (2) Demonstrate knowledge of explicit instruction in skills that support comprehension and strategies that help students monitor their own comprehension as they read (e.g., using graphic features, visualizing, self-questioning, paraphrasing, clarifying, predicting, summarizing, rereading, adjusting reading rate based on text difficulty, note taking).
- (3) Demonstrate knowledge of explicit instructional strategies for supporting students' comprehension after reading (e.g., discussing; summarizing; retelling; sharing reactions; making text-to-self, text-to-text, and text-to-world connections; creating pictures, semantic maps, Venn diagrams, and other visual/graphic representations of text meanings).
- (4) Demonstrate knowledge of explicit instructional strategies for promoting students' development of listening comprehension skills and helping students transfer comprehension strategies from oral language to written language (e.g., through the use of teacher think-alouds and modeling).

- (5) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to facilitating their reading comprehension, including developing their use of comprehension strategies (i.e., Universal Access). For example:
- a. providing differentiated comprehension instruction to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., as needed, focusing on building word analysis skills, fluency, vocabulary, academic language, and background knowledge to support comprehension; reteaching comprehension strategies and skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice applying comprehension strategies and skills; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - b. providing differentiated comprehension instruction to support students with special needs (e.g., focusing on building foundational knowledge and skills in word analysis, fluency, vocabulary, academic language, and background knowledge; providing practice with questions at different levels of comprehension; using a variety of concrete examples to explain a concept or task; reteaching comprehension skills and strategies that are lacking; providing additional practice with a variety of texts; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - c. providing differentiated comprehension instruction to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of comprehension strategies from the primary language; explicitly teaching comprehension strategies that are lacking)
 - d. providing differentiated comprehension instruction to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, using more advanced and/or multiple texts, building on and extending current skills and strategies, extending the depth and breadth of assignments)
- (6) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to reading comprehension, including students' use of comprehension strategies. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments to determine students' comprehension and use of comprehension strategies for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective comprehension instruction and interventions, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met

COMPETENCY 14: Understand how to promote students' comprehension and analysis of narrative/literary texts and their development of literary response skills.

Including:

- (1) Demonstrate knowledge of explicit instructional strategies for helping students recognize the organizational structure and key characteristics of major literary genres, including poetry (e.g., ballad, lyric, couplet, epic, sonnet), drama, and prose (e.g., short story, novel, myth, legend, biography, autobiography, historical fiction, fantasy).
- (2) Demonstrate knowledge of the elements of story grammar (e.g., character, plot, setting, theme) and other key elements of narrative/literary texts (e.g., mood, tone, point of view, voice) and systematic, explicit instruction in these elements.
- (3) Demonstrate knowledge of research-based, systematic, explicit instruction in narrative analysis and literary criticism, including explicit instructional strategies for helping students analyze and respond to narrative/literary texts. For example:
 - a. identifying the structural elements of a plot and evaluating their logic and credibility
 - b. comparing and contrasting the motivations and reactions of characters
 - c. evaluating the relevance of the setting
 - d. identifying recurring themes
 - e. identifying elements of a writer's style, including the function and effect of an author's use of figurative language (e.g., simile, metaphor, hyperbole, personification) and other literary devices (e.g., imagery, symbolism, irony, foreshadowing)
- (4) Demonstrate knowledge of explicit oral language activities (e.g., literature circles, questioning the author, think-pair-share) that develop and reinforce students' comprehension of narrative/literary texts and their skills in narrative analysis and literary criticism.
- (5) Demonstrate knowledge of explicit writing activities (e.g., literary response journals, summaries, character analyses) that develop and reinforce students' comprehension of narrative/literary texts and their skills in narrative analysis and literary criticism.
- (6) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their comprehension and analysis of narrative/literary texts and their development of literary response skills (i.e., Universal Access). For example:
 - a. providing differentiated instruction in these areas of reading to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key elements of story grammar; creating and using story maps; focusing on key comprehension strategies and skills; reteaching strategies and skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)

- b. providing differentiated instruction in these areas of reading to support students with special needs (e.g., focusing on key elements of story grammar; creating and using story maps; using a variety of concrete examples to explain a concept or task; focusing on key skills and strategies; reteaching skills and strategies that are lacking; providing additional practice with narrative/literary texts; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - c. providing differentiated instruction in these areas of reading to address the needs of English Learners and speakers of nonstandard English (e.g., clarifying the cultural context of a text, as needed; preteaching key vocabulary)
 - d. providing differentiated instruction in these areas of reading to address the needs of advanced learners (e.g., using more advanced and/or multiple texts; building on and extending current knowledge, skills, and strategies; extending the depth and breadth of assignments)
- (7) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to comprehension and analysis of narrative/literary texts and development of literary response skills. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in these areas of reading for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions with respect to comprehension and analysis of narrative/literary texts and development of literary response skills, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met

COMPETENCY 15: Understand how to promote students' comprehension of expository/informational texts and their development of study skills and research skills.

Including:

- (1) Demonstrate knowledge of explicit instructional strategies for helping students recognize key characteristics of various expository/informational materials (e.g., textbook, news article, consumer manual, research report, website).
- (2) Demonstrate knowledge of explicit instructional strategies for promoting students' comprehension of expository/informational texts at the word, sentence, paragraph, and text levels by helping them understand common text structures used in these texts (e.g., chronological, cause/effect, comparison/contrast, problem/solution) and helping them recognize and attend to common transition words and other features (e.g., topic sentence, concluding sentence) associated with different text structures.

- (3) Demonstrate knowledge of explicit instructional strategies for helping students recognize and use a variety of text features that help support comprehension of expository/informational texts. For example:
 - a. organizational/explanatory features (e.g., table of contents, index, glossary)
 - b. typographic features (e.g., italics, boldfacing, underlining, color coding)
 - c. graphic features (e.g., charts, maps, diagrams, illustrations)
- (4) Demonstrate knowledge of explicit instructional strategies for promoting students' comprehension of expository/informational texts. For example:
 - a. evaluating the unity, logic, internal consistency, and structural patterns of a text
 - b. analyzing the development of an author's argument, point of view, or perspective
 - c. generalizing the knowledge learned from texts to other areas of learning
 - d. identifying similarities and differences between texts
- (5) Demonstrate knowledge of explicit oral language activities that develop and reinforce comprehension of expository/informational texts and related vocabulary, academic language, and background knowledge (e.g., introducing and explaining key vocabulary prior to reading, conducting oral preview-review of text content, engaging students in oral paraphrasing and summarizing of texts).
- (6) Demonstrate knowledge of explicit writing activities that develop and reinforce comprehension of expository/informational texts (e.g., summarizing, paraphrasing, developing graphic organizers).
- (7) Demonstrate knowledge of explicit instructional strategies for promoting students' development of study skills (e.g., outlining, note taking) and ability to locate, retrieve, and retain information from reference materials and expository/informational texts.
- (8) Demonstrate knowledge of explicit instructional strategies for promoting students' development of research skills (e.g., identifying research topics, asking and evaluating questions, developing an academic argument, using multiple sources when conducting research, using technology to manage information, paraphrasing information).
- (9) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their comprehension of expository/informational texts and their development of study skills and research skills (i.e., Universal Access). For example:
 - a. providing differentiated instruction in these areas of reading to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key content, skills, and strategies; reteaching content-area vocabulary, language structures, and background knowledge that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)

- b. providing differentiated instruction in these areas of reading to support students with special needs (e.g., building background knowledge; focusing on key content-area vocabulary; focusing on the key ideas in a text; using a variety of concrete examples to explain a new concept or task; presenting new concepts and vocabulary using visual, auditory, kinesthetic, and tactile techniques; reteaching skills and concepts that are lacking; providing additional practice with appropriate-level expository/informational texts; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - c. providing differentiated instruction in these areas of reading to address the needs of English Learners and speakers of nonstandard English (e.g., using explicit modeling and scaffolding strategies)
 - d. providing differentiated instruction in these areas of reading to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction; using more advanced and/or multiple texts; building on and extending current knowledge, skills, and abilities; extending the depth and breadth of assignments)
- (10) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to comprehension of expository/informational texts and development of study skills and research skills. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in these areas of reading for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions with respect to comprehension of expository/informational texts and development of study skills and research skills, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met