OSSE Science of Reading Standards

Introduction: This document enables educator preparation providers (EPPs) in the District of Columbia to provide information to the Office of the State Superintendent of Education (OSSE) regarding how specific subject area programs address the science of reading (SoR). Consistent with 5A DCMR §§ 1704.4 and 1706.5, each elementary education, early childhood education, special education, reading and any other OSSE-designated subject area program whose candidates have primary responsibility for literacy instruction is required to demonstrate to OSSE that it sufficiently covers all five components (phonemic awareness, phonics, oral reading fluency, vocabulary and comprehension) of scientifically based reading instruction.

As the state education agency for the District, OSSE has an interest in ensuring that families have access to schools staffed with highly effective teachers and leaders. To accomplish this, OSSE strives to ensure the programmatic excellence of each EPP and subject area program that prepares candidates eligible for an educator credential in the District of Columbia to teach in the District of Columbia Public Schools. Establishing that each approved DC EPP and subject area program is held to a uniform set of standards, and in the case of subject area programs that prepare teachers with primary responsibility for literacy instruction, ensuring that these standards adequately address the science of reading as described by the National Reading Panel, will help OSSE ensure that these aims are realized.

These science of reading standards were adapted from the 2018 International Dyslexia Association (IDA) Knowledge and Practice Standards for Teachers of Reading.

EPP Submission: The EPP should submit this document with its evidence for the subject area program review, if this is a state program review; or with its application for approval, if the subject area program is recognized by its specialized professional association (SPA). The EPP may use one form for multiple subject area programs if the same course or courses is part of each subject area program curriculum.

In completing this form, the EPP should describe how its applicable subject area program(s) provides candidates (that will have primary responsibility of literacy instruction) with coursework (assignments and assessments) and/or clinical and field experiences that demonstrate competency in each of the science of reading standards below.

EPP Information:

EPP name (in the box below)	EPP contact name, title, and information (email and phone number in the box below)
Submission date (in the box below)	
Please select (in the box below) which subject area program or programs are represented on this form	
☐ Early Childhood Education ☐ Reading ☐ Other _____	☐ Elementary Education ☐ Special Education
Please select whether you have sought state (OSSE) or Specialized Professional Association (SPA) review for this or these subject area program(s)	☐ State (OSSE) ☐ Specialized Professional Association (SPA) _____, if this form represents multiple subject area programs

EPP Notification: OSSE will notify the EPP of its subject area program review state approval status within 60 calendar days of the subject area program review.

Science of Reading Standards Alignment: The EPP subject area program must complete the table below aligning each of the EPP's subject area program courses, to each SoR standard.

SoR standard	Description of how program meets standard *EPP: Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this SoR demonstration document.* *Reviewer: Please use the space highlighted in blue to document any notes regarding the EPP evidence provided for each standard component and overall standard and provide a rating in the last column for each standard component and an overall rating for each standard below.*	Applicable Course Name(s)/ Number(s)	Credit Hours	Reviewer Rating (Meets or exceeds; Partially meets; Does not meet standard)
Standard 1: Foundations of Literacy Acquisition				
1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
1.2 Understand that learning to read, for most people, requires explicit instruction.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling	*EPP*			
	Reviewer Notes			*Reviewer Rating*

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and vocabulary knowledge.				
1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.	**EPP**			
	Reviewer Notes			**Reviewer Rating**
1.5 Identify (and explain how) environmental, cultural and social factors contribute to literacy development.	**EPP**			
	Reviewer Notes			**Reviewer Rating**
1.6 Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.	**EPP**			
	Reviewer Notes			**Reviewer Rating**
1.7 Understand the most common intrinsic differences	**EPP**			

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between good and poor readers (i.e., linguistic, cognitive, and neurobiological).	*Reviewer Notes*			*Reviewer Rating*
1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension and written expression.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievement.	*EPP*			
	Reviewer Notes			*Reviewer Rating*

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Overall reviewer notes for Standard 1				*Overall Reviewer Rating*
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia				
2.1 Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
2.3 Identify the distinguishing characteristics of dyslexia.	*EPP*			
	Reviewer Notes			*Reviewer Rating*

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2.4 Understand how reading disabilities vary in presentation and degree.	**EPP**			
	Reviewer Notes			***Reviewer Rating***
2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.	**EPP**			
	Reviewer Notes			***Reviewer Rating***
Overall reviewer notes for Standard 2				***Overall Reviewer Rating***
Standard 3: Assessment				
3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic and outcome assessments.	**EPP**			
	Reviewer Notes			***Reviewer Rating***

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3.2 Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).	**EPP**			
	Reviewer Notes			**Reviewer Rating**
3.3 Interpret basic statistics commonly utilized in formal and informal assessment.	**EPP**			
	Reviewer Notes			**Reviewer Rating**
3.4 Know and utilize in practice well validated screening tests designed to identify students at risk for reading difficulties.	**EPP**			
	Reviewer Notes			**Reviewer Rating**
3.5 Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs),	**EPP**			
	Reviewer Notes			**Reviewer Rating**

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including graphing techniques.				
3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling and writing.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
3.7 Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals and educational evaluators.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
3.8 Integrate, summarize and communicate (orally and in writing) the	*EPP*			

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meaning of educational assessment data for sharing with students, parents and other teachers.	*Reviewer Notes*			*Reviewer Rating*
Overall reviewer notes for Standard 3				*Overall Reviewer Rating*
Standard 4: Structured Literacy Instruction				
Substandard A: Essential Principles and Practices of Structured Literacy Instruction				
4.A1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.A2 Understand/apply in practice the rationale	*EPP*			

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for multisensory and multimodal language-learning techniques.	*Reviewer Notes*			*Reviewer Rating*
4.A3 Understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural and behavioral aspects of learning.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Substandard B: Phonological and Phonemic Awareness				
4.B1 Understand rationale for/identify, pronounce, classify and compare all the consonant phonemes and all the vowel phonemes of English.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.B2 Understand/apply in practice considerations for	*EPP*			

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levels of phonological sensitivity.	*Reviewer Notes*			*Reviewer Rating*
4.B3 Understand/apply in practice considerations for phonemic-awareness difficulties.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.B4 Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.B5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.	*EPP*			
	Reviewer Notes			*Reviewer Rating*

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4.B6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.	**EPP**			
	Reviewer Notes			***Reviewer Rating***
4.B7 Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.	**EPP**			
	Reviewer Notes			***Reviewer Rating***
Substandard C: Phonics and Word Recognition				
4.C1 Know/apply in practice considerations for the structure of	**EPP**			

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English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.	*Reviewer Notes*			*Reviewer Rating*
4.C2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.C3 Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.C4 Know/apply in practice considerations for	*EPP*			

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using multisensory routines to enhance student engagement and memory.	*Reviewer Notes*			*Reviewer Rating*
4.C5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.C6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.C7 Know/apply in practice considerations for systematically teaching the	*EPP*			
	Reviewer Notes			*Reviewer Rating*

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decoding of multisyllabic words.				
4.C8 Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.	**EPP**			
	Reviewer Notes			*Reviewer Rating*
Substandard D: Automatic, Fluent Reading of Text				
4.D1 Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension and motivation to read.	**EPP**			
	Reviewer Notes			*Reviewer Rating*

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4.D2 Know/apply in practice considerations for varied techniques and methods for building reading fluency.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.D3 Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.D4 Know/apply in practice considerations for appropriate uses of assistive technology for students with	*EPP*			
	Reviewer Notes			*Reviewer Rating*

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serious limitations in reading fluency.				
Substandard E: Vocabulary				
4.E1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.	**EPP**			
	Reviewer Notes			**Reviewer Rating**
4.E2 Know/apply in practice considerations for the sources of wide differences in students' vocabularies.	**EPP**			
	Reviewer Notes			**Reviewer Rating**
4.E3 Know/apply in practice considerations for	**EPP**			

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the role and characteristics of indirect (contextual) methods of vocabulary instruction.	*Reviewer Notes*			*Reviewer Rating*
4.E4 Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Substandard F: Listening and Reading Comprehension				
4.F1 Know/apply in practice considerations for factors that contribute to deep comprehension.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.F2 Know/apply in practice considerations for	*EPP*			

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instructional routines appropriate for each major genre: informational text, narrative text and argumentation.	*Reviewer Notes*			*Reviewer Rating*
4.F3 Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.F4 Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.F5 Know/apply in practice considerations for	*EPP*			

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the teacher's role as an active mediator of text-comprehension processes.	*Reviewer Notes*			*Reviewer Rating*
Substandard G: Written Expression				
4.G1 Understand the major skill domains that contribute to written expression.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.G2 Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
4.G3 Know/apply in practice considerations for research-based principles for teaching written	*EPP*			
	Reviewer Notes			*Reviewer Rating*

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spelling and punctuation.				
4.G4 Know/apply in practice considerations for the developmental phases of the writing process.	***EPP***			
	Reviewer Notes			*Reviewer Rating*
4.G5 Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.	***EPP***			
	Reviewer Notes			*Reviewer Rating*
Overall reviewer notes for Standard 4				*Overall Reviewer Rating*
		Total Credit Hours (EPP use)		
Total Science of Reading reviewer notes				*Total Reviewer Rating*

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