

Florida Reading Endorsement Alignment Matrix Resource Page

Matrix Development Instructions

Column Task:

- 1 Provide the **course number and name** used to satisfy the corresponding indicator(s).
- 2 List any required **course reading(s)** that correspond to the indicators in each section.
- 3 The Reading Endorsement **indicator codes** must remain unmodified.
- 4 The Reading Endorsement **specific indicator text** must remain unmodified.
- 5 Provide a detailed description of the **course assignment(s) and formative assessment(s)** that satisfy the corresponding indicator(s).
- 6 List and describe one **summative assessment** that will be used to validate candidate mastery for each required **competency**.

Important Notes:

- The Summative Assessment for Competencies 1-2 must address all six reading components.
- Each indicator must be met only once; boxes with recurring indicators may be left blank.

Suggestions for Resolving Common Reading Endorsement Matrix Issues

Teacher candidates/in-service teachers are conflated with students.	→	Avoid referring to candidates as “students” within the matrix.
Assignments are phrased as directions to the candidates .	→	Phrase assignments consistently in third-person : i.e. After reading chapter xx, candidates will develop a lesson plan...
Formative assessment is missing or the provided method does not assess the skills or knowledge specific to the indicator(s).	→	Identify the formative assessment as a separate component from the Curriculum Study Assignment.
The indicator language is used as the assignment or the assignment is written as an objective without a task . i.e. After reading required chapters, teacher candidates will understand a variety of effective comprehension processes and strategies.	→	Incorporate a task that includes active verbs to reflect the actions candidates will perform to build their knowledge and skills relative to the indicator. i.e. Teacher candidates will develop and implement a comprehension lesson plan that includes two strategies that scaffold students’ higher order thinking and metacognitive reading skills.
Many assignments are missing the application component required by Competency 2 indicators.	→	If candidates are <i>not</i> working in the field and are unable to model a strategy or implement an activity in an alternate context, institutions are encouraged to incorporate case study assignments to ensure that candidates are provided opportunities to <i>apply</i> the skills embedded within Competency 2 indicators.

Formative Assessments

Formative Assessments	
Are: <ul style="list-style-type: none">✓ Criteria-Based Discussions✓ Written Assignments✓ Lesson Plans✓ Performance or Demonstrative Tasks✓ Reflection Journals with Specific Prompts✓ Graphic Organizers✓ Case Studies (development or analysis)✓ Short Quizzes	Are not: <ul style="list-style-type: none">✗ Unaccountable Talk✗ Open-Ended Discussions✗ Reading of Chapters✗ Vague Reflections✗ Viewing of Videos or PowerPoints✗ Entire Unit Plans✗ Exams

To ensure complete alignment between the curriculum study assignment(s) and reading indicators, the Just Read, Florida! office recommends including the following components within each curriculum study assignment description:

- ✓ **Content**: The text, chapter, or related course materials that candidates will study prior to or during task completion.
- ✓ **Context**: Details that provide where/how a task will be accomplished. i.e. in a small group, independently, in class with a partner, on a discussion board, in the field, etc.
- ✓ **Task**: Specific details relative to the knowledge-building assignment or application-based task that candidates will engage in that will lead to mastery of the indicator(s).

Examples of appropriate tasks

- Create and complete a Venn diagram related to the content studied;
 - Develop and implement a specific activity related to foundational reading, such as a reader's theater or word sort;
 - Plan and teach a lesson using evidence-based fluency strategies;
 - Model or conduct a choral cloze reading.
- ✓ **Mastery**: If the method for assessing mastery of the indicator(s) is not embedded within the provided curriculum study assignment, then the assessment method must be explicitly stated. The assessment tool used must be capable of capturing the data needed to determine candidates' mastery of the indicator(s).