



READING INSTRUCTION COMPETENCE ASSESSMENT[®]

VIDEO PERFORMANCE ASSESSMENT **Information Guide**

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

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APPROVED VIDEO SUBMISSION FORMATS

For the 2010–2011 program year, video recordings for the RICA Video Performance Assessment may be submitted using any **one** of the following video formats:

- ▶ standard ½-inch VHS videotape
- ▶ mini digital videocassette (DV)
- ▶ DVD or mini DVD

See Requirement #12 on page 4 for more information about video format requirements.

FOR FURTHER INFORMATION

Prospective RICA candidates can use this *RICA® Video Performance Assessment Information Guide* to find information about the nature of the Video Performance Assessment and the steps that it entails. For additional information about the Video Performance Assessment, including the most current information about registration deadlines and policies, fees and payment, and score reporting, candidates should refer to the RICA registration bulletin, which is available on the RICA Web site at www.ctcexams.nesinc.com. Candidates who have questions about credentialing requirements should contact a credential analyst at their college, university, county office of education, or school district.

INTRODUCTION

The purpose of the Reading Instruction Competence Assessment® (RICA®) is to ensure that California-trained candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (special education) 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, candidates trained outside of California and individuals seeking to add a Multiple Subject Teaching Credential to their existing Single Subject Teaching Credential may use a passing score on the RICA to fulfill the teaching of reading methods requirements.

The RICA consists of two assessment options: the RICA Written Examination and the RICA Video Performance Assessment. Candidates who are required to pass the RICA are required to pass either one of the two assessments. Candidates may take either assessment, or both, as many times as necessary to pass one. A candidate must register each time he/she takes either assessment. The Evaluation Systems group of Pearson has been contracted by the CTC to administer the RICA.

Candidates may register for the RICA Video Performance Assessment using the information and forms provided in the RICA registration bulletin, available on the RICA Web site at www.ctcexams.nesinc.com. The bulletin also includes important information about RICA Video Performance Assessment dates, procedures, and policies, including the Rules of Participation in the RICA, which candidates agree to abide by upon registration.

PURPOSE OF THIS GUIDE

The purpose of this information guide is to provide detailed information about the Video Performance Assessment and the steps that it entails. This guide can be used by prospective candidates and teacher educators to gain an understanding of the nature of the Video Performance Assessment. The *RICA Video Performance Assessment Procedures Manual*, which is provided to all candidates who **register** for the Video Performance Assessment, contains complete and current instructions for actually preparing for, creating, and submitting the required materials. ***Although this information guide is very similar to the procedures manual in both content and format, it should not be used to create and submit Video Performance Assessment materials for scoring.***

OVERVIEW OF THE VIDEO PERFORMANCE ASSESSMENT

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, on pages 19–40 of 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 the candidate to **demonstrate** knowledge and skills in selected competencies from the five domains. The candidate is to do so by submitting **three video packets**, each of which includes (a) a completed Instructional Context Form, (b) a ten-minute video recording of the candidate providing reading instruction, and (c) a completed Reflection Form. One video packet will focus on whole-class instruction, another on small-group instruction, and the third on individual instruction.

To be able to complete the RICA Video Performance Assessment, candidates must:

- have access to either a self-contained classroom or a core class in which English reading/language arts are taught;
- have access to a video camera and be able to provide three standard ½-inch VHS tapes, mini digital videocassettes, DVDs, or mini DVDs that can be used with the video camera; and
- obtain permission to record from the principal of the school where the recording will occur, the supervising (master) teacher (if applicable), and the parent(s)/guardian(s) of each student who will be included in the video-recorded instruction.

VIDEO PERFORMANCE ASSESSMENT MATERIALS

Registered candidates receive a box of materials that contains the following items necessary for completing the RICA Video Performance Assessment:

- the current ***RICA Video Performance Assessment Procedures Manual***, including a sample **Parent/Guardian Permission Form**
- a **manila envelope**, to which are attached:
 - (1) a **return mailing label** addressed to the RICA Program
 - (2) a **Candidate Identification Form**
 - (3) two copies of a **letter to principals and supervising teachers** that are to be given to the principal of the school where the video-recording will occur and, if applicable, to the supervising (master) teacher
 - (4) a **Receipt of Registration/Video Submission Form**
 - (5) a **checklist** of key steps for returning the completed materials
- **three folders**, labeled Video Packet A, Video Packet B, and Video Packet C, each containing:
 - (1) a **Candidate Institution and School District Identification Form**
 - (2) a **Forms Booklet**, with an **Instructional Context Form** and a **Reflection Form**

RICA VIDEO PERFORMANCE ASSESSMENT REQUIREMENTS

If a candidate's submission does not meet **all** of the Video Performance Assessment Requirements listed in the current *RICA Video Performance Assessment Procedures Manual*, the submission and any noncompliant video packets will receive a rating of "Requirements Not Met" and the candidate will not pass the RICA Video Performance Assessment. In some cases, the candidate's score may be voided (see Requirement #10). The Video Performance Assessment requirements are summarized on pages 3–4.

1. **SUBMIT A PROPERLY COMPLETED CANDIDATE IDENTIFICATION FORM.** The candidate and the principal, or his/her designee, of the school in which the video-recording occurred must properly complete and sign the Candidate Identification Form. The candidate must submit this form with the completed video packets.
2. **SUBMIT THREE COMPLETE VIDEO PACKETS THAT MEET THE TECHNICAL REQUIREMENTS DESCRIBED IN THE CURRENT *RICA VIDEO PERFORMANCE ASSESSMENT PROCEDURES MANUAL*.** The candidate must submit all three video packets at the same time (unless The candidate is submitting a video packet to replace a previously submitted noncompliant video packet; see page 4). Each video packet must contain a video recording of the candidate's instruction and the appropriate Video Packet Forms Booklet, with the Instructional Context Form and the Reflection Form completed according to the directions in the current *RICA Video Performance Assessment Procedures Manual*. Each of the video packets must contain a separate video recording. The candidate must attach the correct identification label to each video recording, and each video recording must be submitted in the correct folder.
3. **SUBMIT VIDEO PACKETS THAT HAVE NOT BEEN PREVIOUSLY SCORED.** The candidate may not resubmit a video packet or any portion of a video packet that has previously been scored by RICA scorers.
4. **SUBMIT VIDEO PACKETS WITH LESSONS DELIVERED TO THE SPECIFIED NUMBER OF STUDENTS.** Each video packet must include a lesson that is delivered to the specified number of students, as specified in the current *RICA Video Performance Assessment Procedures Manual*. One video packet must include a lesson that is delivered to a **whole class**, with no fewer than 15 students. Another video packet must include a lesson that is delivered to a **small group**, with a minimum of 3 students and a maximum of 12 students. The third video packet must include a lesson that is delivered to an **individual student**.
5. **SUBMIT VIDEO PACKETS WITH LESSONS BASED ON THE SPECIFIED RICA DOMAINS.** Each video packet must include a lesson that is based on Domain 1 in addition to a specified domain of the RICA Content Specifications (pages 19–40 of this guide), as indicated in the current *RICA Video Performance Assessment Procedures Manual*. One video packet must include a lesson that is planned and delivered to develop students' **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. A second video packet must include a lesson that is planned and delivered to develop 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. A third video packet must include a lesson that is planned and delivered to support 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.
6. **SUBMIT VIDEO PACKETS WITH SUFFICIENT EVIDENCE OF KNOWLEDGE AND SKILLS IN RICA COMPETENCIES.** In each video packet the candidate must **demonstrate** 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 #5). Each video packet must have sufficient evidence of the candidate's 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. **The candidate bears the burden of proof** to demonstrate, across all three elements of each video packet, his/her knowledge and skills. A "Requirements Not Met" rating will be assigned to a video packet that does not provide sufficient evidence of the candidate's knowledge and skills in the applicable RICA domains: for example, a video packet with a lesson that relies primarily on the use of educational media (e.g., a film) or a video packet with a lesson that is taught primarily by another person.

(continued on next page)

- 7. RECORD AT LEAST FIVE MINUTES BUT NO MORE THAN TEN MINUTES OF INSTRUCTION AT THE BEGINNING OF EACH VIDEOTAPE, VIDEOCASSETTE, OR DVD.** For each video packet, the video-recorded instruction must immediately follow the recording of the candidate ID statement at the beginning of the videotape, videocassette, or DVD; must be at least five minutes long; and should be no longer than ten minutes. Only the first ten minutes of each videotape, videocassette, or DVD will be viewed by scorers.
- 8. 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.
- 9. SUBMIT VIDEO RECORDINGS WITH CLEAR VISUAL AND AUDIO OUTPUT AND FORMS WITH LEGIBLE RESPONSES.** Video packets must be of a quality such that scorers are able to view instruction, hear the candidate and the students, and read the candidate's written responses on the Instructional Context Forms and the Reflection Forms.
- 10. SUBMIT ONLY ORIGINAL WORK REPRESENTING AN ACTUAL TEACHING SITUATION.** In each of the video packets, the candidate's Instructional Context Form, video-recorded instruction, and Reflection Form must represent the candidate's 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 the candidate's work or the validity or legitimacy of the candidate's video packet(s), the candidate's score may be voided pursuant to the Rules of Participation in the RICA that the candidate agreed to abide by when he/she registered and when the candidate submitted his/her video packets. If one or more of the candidate's video packets are substantially similar to another candidate's video packets, the validity of both candidates' work would be in question.
- 11. COMPLETE THE ASSESSMENT IN ENGLISH.** The candidate must complete the Instructional Context Forms, the video-recorded instruction, and the Reflection Forms in English.
- 12. SUBMIT VIDEO RECORDINGS IN AN APPROVED VIDEO FORMAT.** All three of the candidate's video recordings must be submitted in **the same** approved video format. The approved video formats are:
- (1) a standard 1/2-inch VHS videotape that can be played in a standard VCR;
 - (2) a mini digital videocassette (DV);
 - (3) a DVD or mini DVD.
- A "Requirements Not Met" rating will be assigned to a video packet that includes a video recording in any format other than the approved video formats specified above (e.g., 8mm, VHS-C, S-VHS, 3/4-inch VHS, Beta, AVI, MP4) or that cannot be played (e.g., a videotape that is broken or damaged; a DVD that has not been finalized).

IF ONE OR MORE VIDEO PACKETS RECEIVE A RATING OF "REQUIREMENTS NOT MET"

If **one** of a candidate's Video Packets receives a rating of "Requirements Not Met," the candidate will not pass the assessment. The candidate will, however, be given the opportunity to replace the noncompliant video packet **if** the candidate's scores on the other two video packets are high enough to allow the possibility of the candidate's passing the assessment if the candidate replaced the noncompliant video packet. See "Score Reporting" on page 16. There will be a fee for this opportunity. If **two or three** of a candidate's video packets receive a rating of "Requirements Not Met," the candidate will not pass the assessment and will not be given an opportunity to replace the video packets.

STEPS IN COMPLETING EACH OF THE THREE VIDEO PACKETS

This section of the guide describes the steps a candidate should take to plan and complete each of the three video packets.

OBTAIN PERMISSION TO RECORD

The candidate must obtain permission to record from the principal at the school where the recording will occur, the supervising (master) teacher (if applicable), and the parent(s)/guardian(s) of each student who will be included in the video-recorded instruction. Two copies of a letter to principals and supervising teachers are included in the RICA materials. The candidate is to use these letters to inform the principal and supervising teacher and to obtain their permission to proceed.

It is the candidate's responsibility to obtain appropriate consent from the parents/guardians of minors who appear in the video-recorded instruction. A sample Parent/Guardian Permission Form is included in the *RICA Video Performance Assessment Procedures Manual*. The candidate may use either the sample form or a form the school district uses for similar purposes. If the candidate uses the sample form, the candidate needs to fill in the appropriate information before distributing it to the parents/guardians. Parent/guardian forms are **not** to be included with the candidate's submission, but should be kept in the candidate's own files.

CHOOSE A LESSON

REVIEW THE RICA CONTENT SPECIFICATIONS.

The candidate should carefully review the RICA Content Specifications on pages 19–40 of this guide, and included in the current *RICA Video Performance Assessment Procedures Manual*, before selecting and planning a lesson. The specifications consist of 15 competencies in five domains. **The central instructional objective of each of the video-recorded lessons must be derived from a specified competency in the specified domain.** Furthermore, the scoring of each video packet will be based on demonstrated knowledge and skills in two specified domains, as described in the following section.

SELECT A LESSON THAT MEETS THE ASSESSMENT REQUIREMENTS.

Each video packet must include a lesson in a specified instructional setting (i.e., whole class, small group, or individual) and must reflect the candidate's knowledge and skills in two specified domains of the RICA Content Specifications: Domain 1 and either Domain 2, 4, or 5. For Domain 2, the central instructional objective of the lesson **must** be derived from Competency 6 or 7. For Domain 4, the lesson's central instructional objective **must** be derived from Competency 11. For Domain 5, the lesson's central instructional objective **must** be derived from Competency 13, 14, or 15. The candidate must demonstrate knowledge and skills in the applicable competency. The current *RICA Video Performance Assessment Procedures Manual* specifies for each video packet the instructional setting and the domain upon which the lesson is to be based.

PLAN A LESSON THAT ALLOWS DEMONSTRATION OF KNOWLEDGE AND SKILLS IN THE APPLICABLE RICA DOMAINS.

For each video packet, the candidate should carefully select and plan a lesson that meets the assessment requirements and that allows the candidate to **demonstrate** knowledge and skills in the applicable RICA domains. In planning a lesson, the candidate should carefully consider the following general guidelines.

The candidate should plan a lesson in which the candidate provides students with direct, explicit instruction designed to increase their knowledge and/or skills related to reading. The video-recorded lesson should provide evidence that the candidate has taught students something new or helped students improve their reading performance in an identified area of need. On the video recording the candidate 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.

The candidate should *not* plan a lesson that offers the candidate little or no opportunity to demonstrate his/her 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 the candidate to demonstrate knowledge and skills sufficiently:

- a lesson in which the candidate reads 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 only provides 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; and
- a lesson in which students spend a substantial amount of time viewing a film or independently using another type of instructional media.

The candidate should 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 on page 5, 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).

The candidate should *not* plan a lesson that is overly broad in scope. The candidate should not plan a lesson with numerous instructional objectives based on multiple competencies in the applicable RICA domains. Such lessons would most likely not allow the candidate to demonstrate sufficient knowledge and skills in any competency.

The candidate should plan a lesson that will facilitate the creation of a video recording of the candidate actively teaching and demonstrating his/her knowledge and skills within the time constraints imposed by the RICA requirements. The video-recorded instruction must be at least five minutes long and should be no longer than ten minutes. (Only the first ten minutes of each videotape, videocassette, or DVD will be viewed by scorers.) The candidate could plan and deliver a lesson of up to ten minutes, all of which is recorded. Alternatively, the candidate could plan and deliver a longer lesson, a segment of which is recorded. If the lesson is longer than ten minutes, the candidate should select and record the segment of the lesson that best demonstrates active teaching and the candidate's knowledge and skills. This can be done in either of two ways. The candidate can record only that segment of the lesson, turning on the camera at the beginning of the segment and stopping it after ten minutes, or the candidate can record the entire lesson and then copy the selected segment onto the beginning of another videotape, videocassette, or DVD. The segment on the submitted videotape, videocassette, or DVD must be a single, continuous segment 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 packet, the candidate should complete the applicable **Instructional Context Form**, which is included in the Forms Booklet for that packet. **The candidate should carefully respond to all questions on the form** because each video packet will be scored on the basis of the Instructional Context Form, the video-recorded instruction, and the Reflection Form (discussed on page 12). Specific directions for completing the Instructional Context Form are provided in the current *RICA Video Performance Assessment Procedures Manual* and are described below.

GENERAL DIRECTIONS

The candidate should:

1. make sure all responses are legible.
2. avoid abbreviations and acronyms.
3. provide complete responses to all applicable questions. The candidate should not refer to a response provided on a form in another Forms Booklet, because scorers will not have access to the other Forms Booklets completed by the candidate.
4. respond to the questions on the Instructional Context Form in relation to the **entire lesson**, even if the candidate records only a segment of the lesson.

SECTION ONE: LESSON PLAN

The candidate is asked to provide his/her lesson plan, in the format indicated, in this section of the Instructional Context Form.

- Item 1. The candidate is to indicate by number the competency from which the lesson's central instructional objective has been derived. As described on page 5, the lesson's central instructional objective **must** be derived from a single, specified competency in the specified domain of the RICA Content Specifications.
- Item 2. The candidate is to 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. The candidate is to describe the instructional materials he/she plans to use in the lesson.
- Item 4. The candidate is to describe the lesson procedures, step by step, and number each step. The **entire lesson** is to be described, even if the candidate plans to record only a segment of the lesson. If only a segment of the lesson will be recorded, the candidate is to indicate which steps in the lesson will be included, in whole or in part, in the recorded segment by circling the numbers of those steps.
- Item 5. The candidate is to describe his/her plans for assessing the extent to which the student(s) have achieved the lesson's central instructional objective.

SECTION TWO: ASSESSMENT AND PLANNING

In this section of the form, the candidate is to describe how he/she 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. The candidate is to describe his/her use of assessment to determine the students' (or student's) need for the planned lesson. The candidate's response should demonstrate knowledge and skills in competencies associated with Domain 1 of the RICA Content Specifications. The candidate is to describe the specific assessment methods (formal and/or informal) used and, for each, identify the information the candidate 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), the candidate is to include assessment methods used with them and the results.

- Item 2. To help scorers understand the context in which the planned lesson will be delivered, the candidate is to 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 of the Instructional Context Form, the candidate is to provide information about the student(s) to whom the lesson will be delivered. The specific items in this section for Video Packets A (whole-class instruction) and B (small-group instruction) are different from the items in this section for Video Packet C (individual instruction).

Video Packets A (whole-class instruction) and B (small-group instruction)

- Item 1. The candidate is to indicate the number of students in the class or the small group for which the lesson is planned.
- Item 2. The candidate is to 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. If there are students in the class or the small group whose primary language is English, the candidate is to summarize these students' English reading development.
- Item 4. The candidate is to indicate the number of English learners in the class or the small group for which the lesson is planned and indicate these students' primary language(s).
- Item 5. If applicable, the candidate is to 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. If applicable, the candidate is to summarize the English language proficiency of the English learners, including their English reading development.
- Item 7. The candidate is to describe other student background factors (e.g., cultural background, achievement differences, special needs) that affected the planning of the lesson and describe how these factors affected the candidate's planning.

Video Packet C (individual instruction)

- Item 1. The candidate is to 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. The candidate is to indicate the student's primary language.
- Item 3. If the student's primary language is English, the candidate is to summarize the student's English reading development.
- Item 4. If the student is an English learner, the candidate is to describe the extent to which the student can read in the student's primary language.
- Item 5. If the student is an English learner, the candidate is to summarize the student's English language proficiency, including the student's English reading development.
- Item 6. The candidate is to describe other student background factors (e.g., cultural background, special needs) that affected the planning of the lesson and describe how these factors affected the candidate's planning.

SECTION FOUR: INSTRUCTIONAL MATERIALS SUBMISSION (OPTIONAL)

If the candidate's lesson involves the use of instructional materials that may be difficult for scorers to see as they view the candidate's video recording (e.g., reading excerpt, student worksheet, handout, student work product), the candidate may, but is not required to, include in the video packet copies of those materials. The materials submitted must be 8½" by 11" copies of materials that are used during the video-recorded instruction. Books, posters, or other bulky or oversized materials are not to be submitted. Submitted materials that do not meet these guidelines will not be considered by scorers. If the candidate submits materials, the candidate is to describe the role of the materials in the lesson. Submitted materials will not be returned to the candidate.

PREPARE THE VIDEO RECORDINGS

OBTAIN APPROPRIATE EQUIPMENT.

It is the candidate's responsibility to obtain the equipment needed to prepare the video recordings. Candidates who do not have their own equipment may wish to check with the school where the recording will take place, since most schools have appropriate equipment.

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

- a new videotape, videocassette, or DVD for each lesson (see Requirement #12 on page 4 for information about approved video formats)
- 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.

The candidate should check that all equipment is in proper working order.

DECIDE WHETHER TO SELF-RECORD OR HAVE A CAMERA OPERATOR RECORD.

The candidate has the option of preparing the 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. Using a camera operator will allow the candidate to move about freely in the classroom during the recording. This may be more in keeping with the candidate's natural teaching practice.

For **self-recording**, the candidate sets 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. No other teacher or student behavior is recorded, although sounds originating out of view of the camera may be recorded by the camera microphone. While recording a lesson, the candidate may move the camera to a new position, if needed, to record student-teacher interactions better **but must not turn the camera off 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, the candidate is 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 the candidate uses a camera operator, the candidate should caution the camera operator that **any stops during the recording of the lesson, even accidental ones, will cause the video packet to receive a rating of "Requirements Not Met," and the candidate will not pass the RICA Video Performance Assessment.** In addition, the candidate should advise the camera operator not to interact with students during the recording or to otherwise influence student behavior.

The section entitled "RICA Video-Recording Camera Arrangements" on pages 17–18 of this guide includes diagrams showing a variety of fixed-camera arrangements and camera-operator arrangements.

PRACTICE AS DESIRED.

The candidate is encouraged to record a number of different lessons before creating a video recording for submission. Making practice video recordings may help the candidate, his/her student(s), and the camera operator (if applicable) become more familiar and comfortable with the recording equipment and process.

RECORD THE CANDIDATE ID STATEMENT.

Each video recording submitted must contain a video-recorded candidate ID statement immediately before the video-recorded instruction. To record the ID statement, the candidate should face the video camera and record him- or herself stating his/her eight-digit RICA identification number (found on provided RICA materials) and the date (month, day, and year) on which the lesson is being recorded. To maintain candidate anonymity during scoring, the candidate should not state his/her name while recording the ID statement.

The only permissible break in the video submission is between the candidate ID statement and the start of the video-recorded instruction.

RECORD THE LESSON OR A SEGMENT OF THE LESSON.

- The candidate should begin recording, 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.
- The candidate should communicate clearly to enhance the quality of the audio recording.
- During the lesson, the candidate 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, the video packet will receive a rating of "Requirements Not Met," and the candidate will not pass the RICA Video Performance Assessment.***
- The candidate should follow the recording suggestions below.

Recording Suggestions

- The candidate should record instruction that is clearly visible and audible.
- The candidate should conduct the lesson in as quiet a location as possible so that the candidate and the student(s) can be heard on the video recording. For the small-group lesson and the lesson delivered to an individual student, the candidate may want to conduct the lesson in a location separated from the other students in the class.
- The candidate should use a new, high-quality ½-inch VHS tape, mini digital videocassette (DV), DVD, or mini DVD. (A different videotape, videocassette, or DVD must be used for each lesson, but **the same** video format must be used for all three of the video recordings.)
- The candidate should use a tripod or other stabilization device to maintain a steady video image.
- The candidate should eliminate or reduce unnecessary background or outside noise during the recording session.
- The candidate should place the video camera at the appropriate angle and distance to show the most important elements and student-teacher interactions in the lesson.
- The candidate should avoid pointing the video camera directly at the windows or other bright lights. Otherwise, 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, the candidate should make sure it is easily observable on the video recording. If it is not, the candidate may wish to submit a written copy of the information with the video packet.
- To preserve anonymity, the candidate should avoid recording his/her name or the name of the school on the video recording. The candidate should avoid referring to students by both their first and last names.
- The candidate should avoid talking directly to the video camera.
- The candidate should make sure the video-recorded instruction continues for a minimum of five minutes; no breaks are permitted in the video-recorded instruction.

CHECK THE RECORDING.

After recording, the candidate should review what he/she has recorded. The candidate should make sure that:

- the instruction that the candidate wishes to be viewed by scorers is within the first ten minutes of the videotape, videocassette, or DVD. If it is not, the candidate must either record a different lesson or copy the desired segment of the video-recorded instruction onto the beginning of a new, blank videotape, videocassette, or DVD, using the highest speed available on the system (usually identified as SP = Standard Play).
- 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 indicated in the current *RICA Video Performance Assessment Procedures Manual*.

REVIEW THE VIDEO-RECORDED INSTRUCTION.

The candidate should evaluate whether the video-recorded instruction clearly demonstrates his/her 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.

It is recommended that the candidate show the video-recorded instruction to other professional educators to obtain their feedback. This may help the candidate produce a final video recording that better demonstrates his/her knowledge and skills. The professional feedback of other educators may also help the candidate improve future instruction, even if the candidate decides not to redo the video-recorded instruction.

FINALIZE THE VIDEO RECORDING FOR SUBMISSION.

The candidate should finalize the video recording for submission by following the instructions below for the video format used. (More detailed instructions are provided in the current *RICA Video Performance Assessment Procedures Manual*.)

A. ½-inch VHS Videotape

The candidate should remove the record-enabling tab located on the spine of the videotape. This will prevent accidental recording over the video-recorded instruction. The candidate should also make sure that the videotape is completely rewound before submitting it.

B. Mini Digital Videocassette

The candidate should slide the plastic erase-protection tab to the SAVE position. This will prevent accidental recording over the video-recorded instruction. The candidate should also make sure that the videocassette is completely rewound before submitting it.

C. DVD or Mini DVD

In order for the candidate's DVD or mini DVD to play in a standard DVD player, it must be finalized. The candidate should refer to the instruction manual for the video camera, computer software, or DVD for finalization procedures. If a candidate's DVD cannot be played because it is not properly finalized, the candidate's video packet will receive a rating of "Requirements Not Met" and the candidate will not pass the RICA Video Performance Assessment.

MAKE COPIES IF DESIRED.

It is recommended that the candidate make a copy of the video-recorded instruction to retain for his/her records. ***Submitted videotapes, videocassettes, or DVDs will not be returned to the candidate.*** It is also recommended that the candidate make a copy of the Forms Booklets and any instructional materials submitted, which also are not returned.

COMPLETE THE REFLECTION FORM

After teaching the planned lesson and reviewing the video-recorded instruction for a specific video packet, the candidate should complete the **Reflection Form**, which is included in the Forms Booklet for that packet. **The candidate should carefully respond to all questions on the form** because each video packet will be scored on the basis of the Instructional Context Form, the video-recorded instruction, and the Reflection Form. Specific directions for completing the Reflection Form are provided in the current *RICA Video Performance Assessment Procedures Manual* and are described below.

GENERAL DIRECTIONS

The candidate should:

1. make sure all responses are legible.
2. avoid abbreviations and acronyms.
3. provide complete responses to all applicable questions. The candidate should not refer to a response provided on a form in another Forms Booklet, because scorers will not have access to the other Forms Booklets completed by the candidate.
4. respond to the questions on the Reflection Form in relation to the **entire lesson**, even if the candidate recorded only a segment of the lesson.

DIRECTIONS FOR ITEMS 1–5

- Item 1. The candidate is to describe modifications, if any, made to the planned lesson (as the lesson was being delivered) due to student reading strengths, needs, or other factors. The candidate is to be **specific** and refer to the lesson plan provided on the Instructional Context Form. For each modification, the candidate is to explain **why** the modification was made, referring whenever possible to student responses and/or behavior.
- Item 2. The candidate is to evaluate the extent to which the student(s) achieved the lesson's central instructional objective. The candidate is to refer to his/her plans for assessing the extent to which the student(s) have achieved the lesson's central instructional objective (Instructional Context Form, Section One, item 5) and cite **specific** student responses or behaviors that support the evaluation.
- Item 3. The candidate is to reflect on how the lesson might be improved. Referring to the lesson plan provided on the Instructional Context Form, the candidate is to 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. The candidate is to describe how he/she will use assessment information obtained from the lesson to **plan future instruction**. The candidate's response should demonstrate knowledge and skills in competencies associated with Domain 1 of the RICA Content Specifications.
- Item 5. The candidate is given the opportunity to provide any other information about the lesson that would help scorers understand and evaluate the submitted video packet.

PREPARING MATERIALS FOR SUBMISSION

This section of the guide describes the steps a candidate registered for the Video Performance Assessment should take to prepare materials for submission.

AFFIX VIDEO PACKET IDENTIFICATION LABELS

For each video packet, the candidate is to affix the provided Video Packet Identification Label to the videotape, videocassette, or DVD as described in the current *RICA Video Performance Assessment Procedures Manual*. The candidate should affix the label only **after** deciding that he/she wishes to submit the videotape, videocassette, or DVD, because **once a label is affixed, it cannot be removed**.

To maintain candidate anonymity during scoring, the candidate is not to place his/her name anywhere on the video recordings or the Forms Booklets. The Video Packet Identification Labels identify the video recordings and Forms Booklets as the candidate's.

COMPLETE THE CANDIDATE INSTITUTION AND SCHOOL DISTRICT IDENTIFICATION FORMS

For each video packet, the candidate is to complete the provided **Candidate Institution and School District Identification Form**. The candidate is to indicate on this form the institution or district intern program where the candidate is receiving or has received instruction or coursework in methods of reading instruction and/or where the candidate is enrolled in a professional preparation program for a Multiple Subject Teaching Credential or an Education Specialist Instruction Credential. Also, the candidate is to name the school district where the candidate recorded the reading instruction. This form will be used to help ensure that materials are scored by California educators not affiliated with the candidate's institution or school district.

COMPLETE THE CANDIDATE IDENTIFICATION FORM

The candidate is to carefully read the Candidate Signature section of the provided **Candidate Identification Form** and provide the required information. The principal, or his/her designee, of the school in which the video-recording occurred must complete the Witness Confirmation of Candidate Identity section on the back of the form. To complete the form, the principal must review a portion of each of the three video recordings with the Video Packet Identification Labels affixed.

COMPLETE THE RECEIPT OF REGISTRATION/VIDEO SUBMISSION FORM

The **Receipt of Registration/Video Submission Form** lists the submission deadlines for which the candidate may submit materials. The candidate is to indicate on this form the submission deadline for which he/she is submitting materials. The candidate will need to obtain a check or money order for the \$70 submission fee. Note that materials must be **received** by the submission deadline selected.

ASSEMBLE AND MAIL MATERIALS

The candidate should assemble and mail the completed materials as directed in the current *RICA Video Performance Assessment Procedures Manual*.

SCORING AND SCORE REPORTING

SCORING OF THE VIDEO PACKETS

Video packets 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. Video packets that do not meet the requirements listed on pages 3–4 will be identified as such and will not be assigned scores. Scoring of each packet will focus on the extent to which the packet meets 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 packet that meets the requirements listed on pages 3–4, the scoring process will result in two scores (one from each scorer) based on the four-point scale. The total score (assuming none of packets received a rating of "Requirements Not Met") will be the sum of the scores for the three video packets.

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 packet. Raw scores are converted to a scale of 100 to 300, with the scaled score of 220 representing the minimum passing score. To pass the assessment, a candidate must earn a total score that is equal to or greater than the minimum passing score.

Video Assessment Scoring Scale

<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">RNM</p>	<p>Requirements Not Met (i.e., the requirements listed in the <i>RICA Video Performance Assessment Procedures Manual</i> were not met).</p>
<p style="text-align: center;">B</p>	<p>The first ten minutes of the videotape, videocassette, or DVD are blank.</p>

SCORE REPORTING

A candidate's RICA results will be reported to the candidate; the CTC; the college, university, or district intern program, if any, that the candidate indicated when registering for the Video Performance Assessment; and to any other institution or office authorized or required by law. To protect the confidentiality of 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 the candidate's permission.

A score report will be mailed to the candidate on the applicable score report date indicated on the Receipt of Registration/Video Submission Form. (If there are issues with registration information or other matters affecting the score reporting process, the score report could be mailed later than the indicated score report date.)

A candidate's score report will indicate the submission deadline associated with the scoring of the candidate's video packets and his/her passing status. If the candidate passes, his/her report will not include any scores (to ensure that they are not misused) but may include diagnostic information about one or more of the video packets. If the candidate does not pass, his/her score report will include a total score, a score on each video packet, and diagnostic information.

IF ONE OR MORE VIDEO PACKETS RECEIVE A RATING OF "REQUIREMENTS NOT MET"

If **one** of a candidate's video packets receives a rating of "Requirements Not Met," the candidate will not pass the assessment. If the scores on the candidate's other two video packets are not high enough to allow the candidate the possibility of passing if the candidate replaced the noncompliant video packet, the candidate's score report will (a) indicate that the candidate has not passed the assessment, (b) identify the video packet 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 the candidate's other two video packets.

If the scores on the candidate's other two video packets are high enough to allow the candidate the possibility of passing if the candidate replaced the noncompliant video packet, the candidate will receive a notice in place of a score report. The notice will (a) indicate that the candidate has not passed the assessment, (b) identify the video packet that failed to meet the requirements and the specific requirement(s) that were not met, and (c) offer the candidate two options. Option One would be to receive a score report that provides scores and, if applicable, diagnostic information for the two video packets that were scored. There would be no fee associated with this option. If the candidate were to select Option One, and would like to retake the Video Performance Assessment, the candidate would need to reregister, submit three new video packets, and pay the entire test fee. Option Two would be to replace the noncompliant video packet. If the candidate were to select this option and replace the noncompliant video packet, it would be scored, its score would be added to the scores of the two previously submitted video packets, and the candidate would then receive a score report. There would be a fee associated with Option Two, and the candidate would not be offered this option twice on the same registration.

If **two or three** of the candidate's video packets receive a rating of "Requirements Not Met," the candidate will not pass the assessment. The score report will (a) indicate that the candidate has not passed the assessment, (b) identify the video packets that failed to meet the requirements and the specific requirements that were not met, and (c) if applicable, provide the score and, possibly, diagnostic information for the video packet that was 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 a candidate chooses to self-record, the candidate will need to determine the camera placement and lens adjustment that are best for recording the planned instructional activities. Through trial-and-error experimentation with camera placement and the lens's depth of field, the candidate will need to identify the area of the classroom that will be visible in the recording.

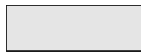
Figure 1 presents three possible camera arrangements.

KEY

T = Teacher

C = Camera

S = Students

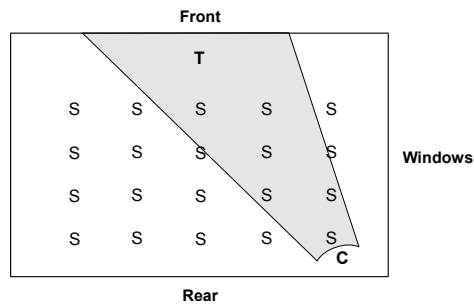


= Camera Field of View

Figure 1. Some Camera Arrangements for Self-Recording

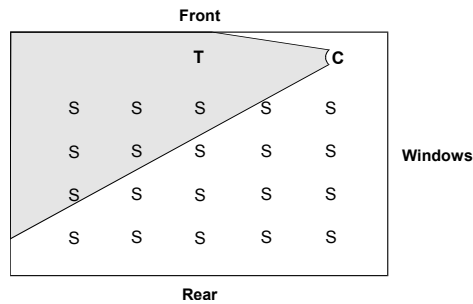
A. Rear-View Camera Arrangement (Row Seating)

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



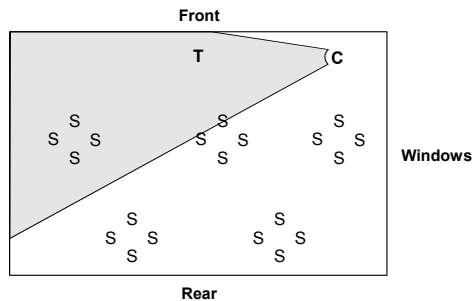
B. Front-View Camera Arrangement (Row Seating)

Camera is set up in front corner of classroom. Teacher and some students (facial shots) are in field of view.



C. Front-View Camera Arrangement (Group Seating)

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



RECORDING BY CAMERA OPERATOR

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

KEY

T = Teacher

C = Camera

S = Students

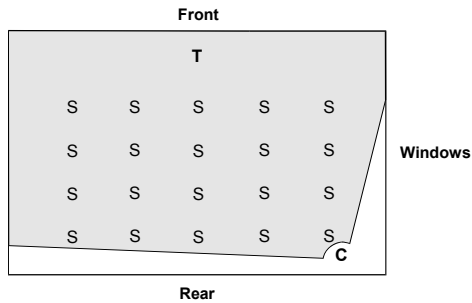


= Camera Field of View

Figure 2. Some Camera Arrangements for Recording by Camera Operator

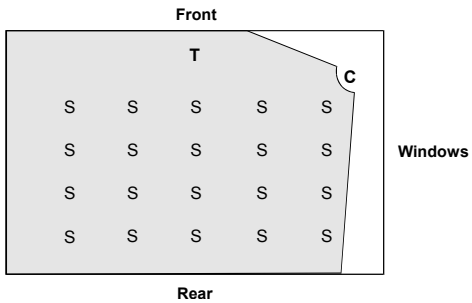
A. Rear-View Camera Arrangement (Row Seating)

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



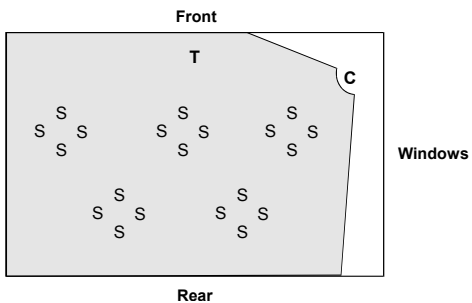
B. Front-View Camera Arrangement (Row Seating)

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



C. Front-View Camera Arrangement (Group Seating)

Camera operator pans side to side to record teacher and students (facial shots) 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-trained candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (special education) 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.

READING INSTRUCTION COMPETENCE ASSESSMENT® (RICA®)

CONTENT SPECIFICATIONS

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

READING INSTRUCTION COMPETENCE ASSESSMENT® (RICA®)
CONTENT SPECIFICATIONS

- (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).

READING INSTRUCTION COMPETENCE ASSESSMENT® (RICA®)

CONTENT SPECIFICATIONS

- (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.

READING INSTRUCTION COMPETENCE ASSESSMENT® (RICA®)

CONTENT SPECIFICATIONS

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)

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- 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)

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- (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

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- 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

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- (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.

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- (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)

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- (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.

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- (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)

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- 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

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- 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)

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- 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).

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- (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 breath of assignments)

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- (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.

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- (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)

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- 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

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- 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

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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, Web site).
- (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).

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- (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