

**EDLA 511 Literacy Assessment
MA In Education Program
Eastern Mennonite University at Lancaster
Spring 2011**

Credit Hours: 3 semester hours (3 SH)

Prerequisites: EDLA 501 Foundations of Literacy or instructor's permission.

Class dates and times:

January 8 & 22, February 5 & 26, March 19 & April 2, snow date of April 16, 2011
Saturdays 8:30 a.m. – 4:30 p.m. (30 min. lunch) Total Hours: 42

Location: EMU at Lancaster

Instructor: Janine Presloid, M.A. in Education in Reading

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Course Description:

Designed to focus on assessment as the basis for instruction. Teachers will learn to administer multiple assessments to diagnose and document a student's literacy development. Teachers will also examine the design and purpose of national, state, and district assessments. (Prerequisite: EDLA 501 Foundations of Literacy or instructor's permission.)

Rationale:

Literacy remains at the heart of the education enterprise within society and its importance is evidenced by current national and state educational policy trends.

Teachers are held accountable as never before for the reading/writing progress of all students. National and state assessment requirements, and an increase of diverse students have contributed to the need for professional development in assessing and diagnosing reading and writing. The International Reading Association Standards for Reading Professionals and the state Reading Specialist Certification standards require expertise in assessment and diagnosis of literacy development. State mandated standards require teachers to be proficient in administering these instruments as well as interpreting and using the results to plan appropriate instruction. Standardized measures of literacy development are being used in addition to these state developed instruments. Consequently, teachers need to analyze the tests for validity and reliability, as well as understand and interpret the results for their use in planning instruction,

Course Prerequisites:

A course in the foundations of reading, or its equivalent, is considered a basis for understanding course content. Students who have not had the necessary prerequisites will be required to do additional reading.

Class Format:

Class sessions will involve active participation through discussion, case studies, current readings, small group activities, oral and written presentations and data analysis.

EMU Conceptual Framework:

“Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes:

MA in Education Program Outcomes:

Scholarship (S): to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry (I): to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge (PK): to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication (C): to develop communication strategies (verbal, nonverbal, and technological), which support collaboration and resourcefulness to empower self and others.

Caring (Ca): to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Leadership (L): to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes:

Following each course outcome is the M.A. in Education program outcome to which it linked. Participants will:

1. Examine current research and understandings concerning assessment. **(S, PK)**
2. Compare and contrast assessment from an international, national, state, district, local and classroom perspective. **(S, Ca)**
3. Recognize assessment as an ongoing part of reflective teaching. **(I)**
4. Demonstrate expertise in the administration of assessment and screening measures, both informal and formal, to diagnose and document achievement in word recognition in isolation and in context, oral and silent reading comprehension, listening comprehension, reading and writing attitudes and interests, fluency, phonemic awareness, phonics, spelling, vocabulary and writing. **(PK)**
5. Analyze and use assessment results to design appropriate practices and advance literacy development in all students. **(S, PK, Ca)**
6. Review and evaluate characteristics and appropriate applications of technology-based assessments. **(I, PK, C)**
7. Advance the use of self-evaluation as a means of the assessment process. **(I, C)**

8. Create and use literacy assessment portfolios to promote an understanding of the developmental nature of literacy and to document progress. **(PK, C)**
9. Organize, use, and communicate assessment information to appropriate audiences. **(L, C)**

Required Texts:

Leslie, L., & Caldwell, J. (2011, published Jan. 29, 2010). *Qualitative reading inventory* (5th ed). Allyn & Bacon: New Jersey.

(Includes CD-ROM) ISBN-10: 0-13-701923-8 or ISBN-13: 978-0-13-701923-6

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2008) *Words their way: Word study for phonics, vocabulary, and spelling instruction* (4th ed). Pearson Education, Inc. (Merill Prentice Hall): New Jersey

(Includes DVD & CD-ROM) ISBN-13: 978-013-223-9684 or ISBN-10: 0-13-223968-X

Course Requirements and Method of Evaluation:

1. Develop a diagnostic and prescriptive clinical report. (50%)
Select one struggling reader to assess. Gather data through appropriate formal and informal tools. Use the data to plan a prescriptive course of action. Write a final case study/clinical report for your assessment and proposed instruction for this student. As your case study progresses you will be asked to share updates with your colleagues.
2. Interactive assessment presentation. (25%)
Select and present one diagnostic or progress monitoring assessment of potential value to the class. (Assessments should not be designed for a specific instructional program.) The presentation should include an overview of the assessment, the audience, how it is administered and its uses and limitations. The presentation should include a 1-2 page overview of the instrument or a handout of the PowerPoint. Lead the class to explore and/or practice the assessment. Address the instructional needs that the assessment diagnoses and at least five strategies for remediation of those instructional needs. (For example: the assessment can identify students who have weak phonemic awareness skills in the area of analogies. What would be five strategies the teacher might try to develop this skill?)
3. Practice and Reflection. (15%)
During the course there will be required assessments to complete for your case study. Be prepared each session to bring results of each assessment and to have a reflective conversation about the assessment results, instructional implications, and the experiences of giving the assessment. Use this class as an opportunity to try out additional assessments with your case study student and/or your class.
4. Literacy Assessment Inventory Summary (10%)
Inventory the assessments that are currently used in your classroom, your building and throughout your school system. Use these inventories and course content to reflect on and evaluate your school wide assessment plan.

Grading Scale:

- A = 90 - 100 points
- B = 80 - 89 points
- C = 70 - 79 points
- D = 60 - 69 points

Please note- I do not give letter grades with a plus or minus, but I do reserve the right to “curve” your grade based on your effort and participation.

Knowledge Base

This course is designed to focus on assessment as the basis for instruction. Identifying students' needs will be addressed from a developmental perspective. Participants will be expected to construct and implement strategies and instruments that enable the teacher to make wise instructional decisions as well as provide documentation of progress. Examination of issues surrounding assessment, including the importance of self-evaluation and how to establish criteria for product and process evaluation, will be included. Issues involving national and state assessment will also be addressed. Teachers enrolled in this course learn to: administer running records, an informal reading inventory, assess developmental word knowledge and phonemic awareness, elicit and assess writing samples, and design instruction based on assessment results.

Attendance Expectations: As stated in the EMU Graduate Catalog: “Because of the interactive nature of graduate classes at EMU, we believe that students who miss class for the equivalent of 300 minutes for a 3-semester hour course, 200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.”

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use the *Publication Manual of the American Psychological Association* (6th edition) for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Session Topics:

Session I:

Literacy Assessment- Past, Present, and Future

- o The Politics of Assessment
- o General Concepts of Assessment
- o Models for Reading Diagnosis and Instructional Planning

Oral Reading Analysis-

- o Concepts About Print
- o Fluency- DIBELS and more

****Literacy Assessment Inventory Part A due****

Session II:

DIBELS/CAP data review

QRI:

- o Oral Reading Analysis- words in isolation, words in context
- o Comprehension Assessment- Retellings, Implicit and Explicit Questions, Written Response

****Literacy Assessment Inventory Part B due****

Session III:

QRI Data review

Developmental Spelling Analysis

****Literacy Assessment Inventory Part C and Summary due****

Session IV:

Developmental Spelling Data Review

Assessing Writing

Session V:

Writing Data Review

Assessing Prior Knowledge and Vocabulary

Session VI:

****Interactive Presentations****

Clinical Report due on or before April 16, 2011.

Appendix A: Writing Standards – Graduate Level (Grid Version)

<u>Criteria</u>	<i>A excellent</i>	<i>B competent</i>	<i>C below expectations</i>	<u>Comments</u>
Content (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions	
Conventions (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation	
Style (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read	
The weighting of each of the four areas is dependent on the specific written assignment and the teacher's preference.				<u>Grade</u>