

EDLA 511 Literacy Assessment

Jan, 22 to May 14, 2013

3 semester hours graduate credit

Instructor: Tracy Hough, M.A.

Work: (540) 432-4955 Home: (540) 363-1420 E-mail: hought@emu.edu

Address: P.O Box 97 New Hope, VA 24469

Class dates and time:

EMU Campus Center 203

Dates:	Jan. 22	5:00 to 8:00
	Jan. 29	5:00 to 8:00
	Feb. 5	5:00 to 8:00
	Feb. 12	5:00 to 8:00
	Feb. 19	5:00 to 8:00
	Feb. 26	5:00 to 8:00
	March 5	5:00 to 8:00
	March 12	5:00 to 8:00
	March 19	5:00 to 8:00
	April 9	5:00 to 8:00
	April 16	5:00 to 8:00
	April 23	NO CLASS I am at the Young Author's Celebration at Bridgewater (you are welcome to join me)
	April 30	5:00 to 8:00
	May 7	5:00 to 8:00
	May 14	5:00 to 8:00

Course Description:

This course is designed to focus on assessment as the basis for instruction. Identifying each student's needs will be addressed from a developmental perspective. Participants will be expected to analyze and use research based assessment measures that enable the teacher to make wise instructional decisions as well as provide documentation of progress. Teachers enrolled in this course learn to: construct and use affective measure of literacy behaviors, administer running records of leveled text, administer an informal reading inventory which includes measurements of rate, fluency, oral reading accuracy and oral and silent comprehension, assess developmental word knowledge, phonemic awareness, phonics and vocabulary, and elicit and assess writing samples. Results from assessment will be used to design appropriate instruction for a diverse student population.

National and state assessments will be examined and issues concerning their use will also be addressed. Additional issues surrounding assessment including the role of negotiation, the importance of self-evaluation and reflection, and the role of portfolios to document progress will be included.

Rationale:

In the era of accountability and No Child Left Behind, it is crucial that teachers understand the reading and writing process to ensure that all students become successful readers and writers. National and state assessment requirements, and an increase in a diverse student population have contributed to the need for professional development in assessment and

diagnosis of reading and writing. The International Reading Association Standards for Reading Professionals and The Virginia State Department of Education Reading Specialist Certification Standards require expertise in assessment and diagnosis of literacy development. State mandated Standards of Learning Assessments and the Phonological Awareness Literacy Screening 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 and teachers need to analyze the tests for reliability and validity as well as understand and interpret the results for their use in planning instruction.

Methods:

Class sessions will involve active participation, with demonstrations, video clips, reading, and research. Each class member will participate in administering multiple assessments analyzing the results and planning instruction based on the results. Peers and the professor will critique assessment performance and analysis of the data. Self-reflection on performance and interpretation will be included. A case study format will be used. Oral and written presentations of an assessment plan will be required.

Course Outcomes:

The student will:

1. Examine current research and understandings concerning assessment. (Scholarship, Professional Knowledge)
2. Compare and contrast the role of assessment from an international, national, state, district, local, and classroom perspective. (Scholarship, Caring)
3. Recognize assessment as an ongoing part of reflective teaching. (Inquiry)
4. Be proficient in selecting or designing assessments that are multifaceted and address the complex nature of the task and the diverse needs of learners. (Scholarship, Professional Knowledge, Caring)
5. Analyze and use assessment results to design appropriate instruction and advance literacy development in all students. (Scholarship, Professional Knowledge, Caring)
6. Review and evaluate characteristics and appropriate applications of technology-based assessments. (Inquiry, Professional Knowledge, Communication)
7. Demonstrate expertise in the administration of assessment and screening measures, both formal and informal, to diagnose and document progress in phonemic awareness, phonics, spelling, vocabulary, fluency, word recognition in isolation and in context, oral and silent reading comprehension, listening comprehension, several domains of writing, written compositions, attitudes and interests. (Professional Knowledge)
8. Analyze and use assessment results to plan appropriate instruction. (Professional Knowledge)

9. Explore the concept of negotiation and understand its role in assessment. (Inquiry, Communication)
10. Advance the use of self-evaluation as a means of assessing progress. (Inquiry, Communication)
11. Create and use literacy assessment portfolios to promote an understanding of the developmental nature of literacy and to document progress. (Technology, Professional Knowledge, Communication)
12. Organize, use and communicate assessment information to varied audiences. (Leadership, Communication)

Course Requirements:

Attend and actively participate in all class sessions. 15%

All students are expected to contribute to this community of learners by attending each class and being a positive participant in discussions, presentations, and hands-on projects. You will lose 10 points for every missed class, which means that excused or unexcused absences could lower your final grade. (See attendance policy)

Read assigned texts and selected articles. 30%

Turn in **six** response logs for *Assessing and Correcting Reading and Writing Difficulties* (Gunning, T) chapters assigned for class. Format for response log will be given in class. (5pts per log)

Book Buddies Assessment 25%

Select a Kindergartener, who is at the emergent to beginning stage of development and complete the full Book Buddies Assessment. **Submit score sheets, the completed case summary sheet, and recommendations for the child.** Due March 19

Case Study using an Informal Reading Inventory (QRI) 30%

Choose appropriate assessment instruments and strategies to assess the literacy development of the student. Use the data to plan a comprehensive program of instruction. Write a final case study for your assessment and proposed instruction of this student. Present case study in an oral presentation in class on May 14
final case study due May 25

Grading Scale

100-96	A	79-77	C+
95-91	A-	76-73	C
90-87	B+		
86-83	B		
82-80	B-		

At the Graduate Level course credit cannot be awarded for grades below a C.

Required Texts:

Gunning, T. (2010). *Assessing and Correcting Reading and Writing Difficulties*. NY: Allyn & Bacon.

Leslie, L. & Caldwell, J. (2010). *Qualitative Reading Inventory (QRI-V)*. Allyn & Bacon.

Johnston, F. R., Invernizzi, M., & Juel, C. (2009). *Book Buddies 2nd Edition*. NY: The Guilford Press.

Attendance Expectations: Because of the interactive nature of graduate classes at EMU, we believe that candidates who miss class for the equivalent of six 50-minute periods or four 75 minute periods in a three 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 Honesty:

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 incidences of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed with the M.A. Director and the provost'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:

Students with disabilities preventing them from fully demonstrating their abilities should 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.

Tentative Course Outline for Literacy Assessment 2013

Jan. 22	Introducing Literacy Difficulties The who, what and why of reading and writing difficulties	<u>Readings</u> Chapter 1 and 2 (Gunning, T)
Jan. 29	General Concepts of Assessment Validity and reliability of assessments Internal and External Audiences Literacy Interviews, Family and Student	Chapter 3 (Gunning, T)

	Multifaceted Evaluation of Readers Assessing Readers (Ecological View)	Chapter 4 (Gunning, T)
Feb. 5	Assessing Emerging Readers PALS/PAT Phonemic Awareness Alphabetic Knowledge of Print Oral language	Readings Chapter 7 (Gunning, T)
Feb. 12	Assessing Beginning Readers Oral Reading Analysis and Instructional Support <i>Book Buddies, Running Records</i>	Readings <i>ALL of Book Buddies</i>
Feb. 19	Assessing Beginning Readers PALS 1-3	
Feb. 26	Assessing the Transitional/Intermediate and Advanced Reader Assessing Word Knowledge Fluency, Accuracy and Vocabulary	Reading QRI ALL Chapter 5 Chapter 9, 10
March 5	Assessing Comprehension Assessing comprehension- Questioning	Reading Chapter 11
March 12	Using IRI Results to Plan Instruction Model for Reading Diagnosis	Reading Chapter 15
March 19	Motivation Looking at Data for instruction	Reading McKenna Article
April 9	Present your Book Buddies Mini-case study	
April 16	Assessing Writing Assessing the Writing domains	Reading Chapter 13
April 30	Writing Case Study Reports	
May 7	Planning Instruction for Struggling Readers	

May 14

Case study presentation

What does the testing data mean?

Writing up your data.

Get caught up