I. Descriptive Information

A. Course number and title: EDRD 431 – Reading Assessment
B. Catalog description: Seminar and supervised one-on-one field experience focused on reading assessment of and instruction for individual children and for groups of children.
C. Course credit: 2 semester hours
D. Prerequisites: Admission to the Professional Program
E. Intended audience: Undergraduate students pursuing teacher certification
F. Instructor: Dr. Amy Donnelly

II. Statement of Goals and Objectives

A. Goal. This class is designed to help students broaden and deepen their understanding of the reading process and of reading assessment so they can be helpful to (a) a particular child they work with, (b) the children with whom their peers work, and (c) the children in their practicum classrooms.

B. Core Objectives in Language and Literacy courses: The students will
   1. Recognize that reading should be taught as a process.
   2. Understand, respect, and value cultural, linguistic, and ethnic diversity.
   3. Recognize the importance of literacy for personal and social growth.
   4. Recognize that literacy can be a means for transmitting moral and cultural values.
   5. Perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by written language, and the context of the reading situation.
   6. Understand that goals, instruction, and assessment should be aligned.
   7. Recognize how differences among learners influence their literacy development.
   8. Pursue knowledge of literacy by reading professional journals and publications.
   9. Reflect on one's practice to improve instruction and other services to students.
C. Course Objectives. The primary objectives of this course are for students to

1. Integrate reflective teaching practices (analyses of student observations and assessment information, etc.) into one’s curricular and instructional practices.
2. Demonstrate an understanding of how to use the above to inform instructional and curricular decisions.
3. Successfully use assessment procedures and systematic reflection to better understand one particular child as reader and writer.
4. Understand the interaction among assessment, standards, and instruction.
5. Understand how to integrate assessment, instruction, and standards to develop curriculum.

In order to achieve these goals and accomplish these objectives, participants need to:

- Learn how exemplary language arts teachers use assessment to inform instruction.
- Know basic principles of assessment for classroom use (observation, informal, and formal assessment).
- Be introduced to the professional terminology and characteristics of assessments and instructional practices that provide multiple indicators of learner progress (formal and informal measures, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction about learning).
- Learn about and administer modified Miscue Analysis.
- Be introduced to sources of professional literature that will support continued learning about assessment and instruction.

Through direct work with children, the student will:

- Learn about and experiment with various systems for recording and monitoring information about children as readers and writers: e.g. anecdotal records, assessment notebooks, checklists, surveys, portfolios.
- Explore individualized and small group instructional strategies that follow from assessment.
- Engage in dialogue about the art of using assessment to inform instruction.
- Create an assessment plan that will facilitate collecting assessment information.
- Create an instructional plan based upon strengths and needs and receive feedback from peers and instructors.
- Teach students to connect prior knowledge with new information.
- Teach students strategies for monitoring their own comprehension.
- Implement effective strategies for small groups of students with instruction that is based upon particular reading needs.
- Use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently across genres for information, pleasure and personal growth.
III. Required and Recommended Texts

Required Texts


Taylor, Denny. (1993). From the child’s point of view. Portsmouth, NH: Heinemann


Recommended Texts


IV. Administrative Course Requirements

Attendance is required as the university attendance policy states in the Undergraduate Student Bulletin: “Students are expected to attend all regular class meetings. Unsatisfactory class attendance may be considered adequate reason for the instructor to request that the student withdraw from the course.” Attendance will be taken daily through exit slips and/or class writing assignments. One point will be subtracted for any unexcused absence and ½ point will be subtracted for each class tardy. Full engagement & participation in class is expected.

Students are responsible for ensuring that a study partner or friend is designated to pick up handouts and work with your literacy pal in the event of absence. Students are also responsible for familiarity with all material covered during absences. This is to be accomplished in the manner deemed most effective by the student: meeting with a fellow student, sending in a tape recorder, studying a fellow student’s notes, etc. Please take advantage of office hours designed to support students’ successful progress in the course.
A. **Professionalism and Participation:** Professional Expectations

As you take steps toward joining the education profession, you are expected to:

1. Come to each class meeting on time and prepared to be a fully participating class member. Our class time is very limited and it is imperative that you arrive shortly before class in order to start promptly at 9 AM in our host classroom. Bring assigned readings, lesson plans & materials needed to each class. *If you can not be in class, be sure to extend the courtesy of a written email notification to your instructor.*

2. Each week you will prepare to work with a child who is expecting your guidance. Should you be absent **for any reason**, **a written plan must be prepared and submitted to a colleague who agreed, in advance, to work with your child.** Points will be added for working with a colleague’s Literacy Pal and subtracted for written lesson plans not submitted in advance of an absence.

3. Participate in classrooms at Lake Murray Elementary as a preservice professional teacher. We are guests in a professional learning environment and must conduct ourselves accordingly:
   - Please make sure that all cell phones and pagers are turned off before entering the building and stay off while in class.
   - Schools are extremely busy places. Do not ask to use school telephones or request that messages be left for you at Lake Murray.
   - Dress professionally and appropriately for movement with young children.
   - Do not talk in the hallways as they are quiet zones at Lake Murray.
   - Always use the crosswalk to enter the building from the parking lot.
   - Make an effort to learn the names of faculty and staff at Lake Murray.
   - Ensure that your language and tone of voice are appropriate for children to hear.
   - If you have questions while you are observing in a classroom, write them down for the teacher and leave them* so that s/he may answer them when s/he has time. *Your EDRD 431 instructor will collect questions and give them to the classroom teacher.
   - Class time is not a time to talk with your peers. It is a time to demonstrate that you are learning and to learn about the complex nature of literacy learning.
   - Remember that children are not our playmates as we work with them to facilitate their progress as readers, writers and social scientists.
   - Become familiar with current research, terminology, curricular frameworks, materials and methods within the Language Arts and writing.

4. **Take risks and responsibility for your own learning and note new learning on daily exit slips.**

Please be aware that points may be subtracted for lack of thoughtful engagement in class and/or unprofessional behavior. Up to one point for each class will be added for a possible total of 12 points based on Exit Slips and observations.
B. Professional Reading Response and Log (PRR)

Research shows that reflection is essential for intellectual growth that learning is a social process, and that writing is a tool for learning. Thoughts are often born through writing and, when engraved on paper, the author can return to these ideas to help build connections and outgrow his/her former self. Indeed, when learners use writing to intentionally and systematically reflect upon reading experiences they:

- make new connections;
- articulate their beliefs about teaching, learning, and curriculum;
- make solid predictions and pose new questions;
- theorize from descriptions of exemplary practice and
- imagine practices that reflect current theory.

In order to develop habits of intentional and consistent reflective reading, each week you will respond to the assigned readings by 1) keeping a labeled personal note-taking log and 2) creating a post to our online conversation with each of the following elements: a) big theoretical ideas & connections across readings (TC) and b) issues or questions raised by the readings in light of your field experiences (IQ) and as often as possible, c) innovations/great new ideas to try or have been tried in light of topics read (NI). In addition, you will make a contribution to the whole class online conversation by reading across the online postings and responding to two other’s insights (CC/with your initials). Your posts to our online group discussion are due on each Sunday at 9pm.

At the end of the semester, your complete note-taking log and online response notebook will be visually mined to theoretically ground and to add specific details to your classroom assessment plan that is a part of your Thoughtful Assessment Project explained below.

Please be sure to write the abbreviated name of the book, pages read, and date at the top of each entry into your Professional Reading Journal. Reading schedule and rubric attached.

Professional Reading Response is due each class as assigned and Log is due with final class project on Dec 9 by noon.

C. Thoughtful Assessment Project: Data Driven One-on-One & Small Group Teaching

Taking anecdotal and oral reading records, conferring with readers, listening closely to readers conversations about text as well as analyzing graphic accounts of children’s oral reading helps teachers make wise decisions about literacy instruction. Taking on-going anecdotal and oral reading records as well as reflecting on children’s reading behavior will help you deepen and broaden your understanding of the reading process and learn to articulate your theory of reading instruction.

The purpose of this assignment is to help you 1) understand how to systematically take anecdotal and oral reading records (informal or formative data), 2) gather other reading
behavior data (formal, benchmark or summative data) on one child and then 3) use that information to plan focused one-on-one and small group instruction. These experiences in conjunction with professional readings will help you design and explain a literacy assessment system to use with your own class in fall 2010. Ultimately your literacy assessment system will consist of 1) how to configure a "miscue bag" to be used to determine reading levels of each child in your classroom, 2) what your anecdotal note-taking system will look like and how it will be organized, 3) how you plan to integrate formal reading assessments required by the school that employs you next year, 4) how you will use data gathered to report information to parents, 5) a schedule for analyzing data and 6) a schedule detailing one-on-one and small group instruction within the context of sound whole group literacy instruction.

Each week you will conduct individual reading instruction through a reading conference, taking anecdotal notes to document reading behaviors and listing the book, the author and the genre the child is reading. During that one-on-one time, you will a) document that child’s reading strategies by taking oral reading records and b) retelling notes. You will then analyze those data to create instruction that is matched to the child’s identified reading needs. Each week a Responsive Teaching Form (RTC) will be used to craft focused & explicit one-on-one and/or small group instruction based on your interpretations from data. Please revisit On Solid Ground pages 26-27 for one teacher’s account of her assessment organization and the process she uses.

You will receive extensive support in class as you collect and interpret data, as well as construct instructional plans to focus on one child’s or a small group of children’s literacy needs and interests.

Finally, you will a) write a letter to the child’s parents detailing his/her literacy progress by citing specific data and b) you will submit all data gathered and organized by date, along with lessons designed with c) a final reflection, citing professional literature, to detail and explain the literacy assessment system you predict you will use in your reading workshop classroom in fall 2010. Forms and Rubric attached.

**Thoughtful Assessment Project due on December 9 by noon.**

**D. Reflective Practice Ethnography for Small Group Instruction**

The best teachers intentionally seek out mentors who will help them outgrow their current understandings. Therefore three times during the semester your instructional growth will be captured by your colleagues. The intent of the ethnographic process is to capture interactions between student and teacher, content taught and strategies used, as well as interpret key features of the instruction by sharing insights regarding the effectiveness of the implemented literacy practices. The interpretation of and insights from the instructional event observed should transformed to engage the colleague observed in a professional conversation.

Small groups will be *ideally* designed with 4 Tall Teachers (each of you) and 4 Short Teachers (each of the second graders). Since we know the real world of teaching often ebbs and flows around the ideal, each of us will be poised to demonstrate our flexibility as
needed. In preparation for small group instruction, 2 Tall Teachers (out of the team of 4) will use data gathered to co-plan the small group lesson, each sharing the instructional responsibilities as they implement the small group lessons. The two remaining Tall Teachers will act as ethnographers during their colleagues’ teaching experience. When it is your turn to be an ethnographer, your role will include taking extensive notes during instruction, noting materials used, listing lesson goals, organizational and lesson formats, and teacher-child/child-child interactions. Using these notes, the ethnographers will co-plan and conduct a debriefing conversation designed to scaffold your colleague’s instruction by forming and posing questions as well as providing hints or suggestions based on their current understanding of research-based practices in one-on-one and small group instruction. Then each Tall Teacher will use insights gained from the conversation, based on written ethnographic notes and interactions during the collegial conversation, to write an in-class reflection about your growing instructional competence.

In each reflection, whether you are in the role of teacher or ethnographer, be sure to name areas in which you need help. Also remember to 1) cite professional literature connections as a part of your reflection and depending on your role (the Tall Teacher or the Ethnographer attach either a) your lesson plans or b) your written notes/questions and design of your collegial conversation. Rubric attached.

**Reflective Practice Ethnography for Small Group Instruction due as assigned.**
**Predicted due dates Oct 6, Oct 13, Oct 20. Oct 27, Nov 17, Nov 24.**

**VI. Evaluation and Grading**
Course grading will be based upon completion of the follow assignments graded by the instructor:

- Professionalism and Participation 12 points
- Professional Reading Response and Log (PRR) 65 points
- Thoughtful Assessment Project 300 points
- Reflective Practice Ethnography 60 points
- **Total** 437 points

Final grades will be assigned according to the University Grading Scale:

- 405 to 437 pts (93-100%) = A
- 387 to 404 pts. (89 - 92%) = B+
- 357 to 386 pts. (88-82%) = B
- 344 to 356 pts. (79-81%) = C+
- 313 to 343 pts. (72-78%) = C
- 300 to 312 pts. (69-71%) = D
- 299 pts & below (68% & below) = F

You will receive weekly grades and feedback, please keep personal records of your progress.

**VII. Major Course Topics**
Reading assessment tools
The responsive teaching cycle/HT process
Assessment of individual students
The reading process: Reading skills or strategies
Designing instruction to meet individual needs
Culturally responsive instruction
Assessment of groups of students
Designing instruction to meet the needs of all students
# Professional Reading Response & Log Rubric

<table>
<thead>
<tr>
<th>Criteria for Excellence</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Response</strong></td>
<td></td>
<td></td>
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<tr>
<td>Weekly online response with labeled theory &amp; connects (TC), issues &amp; questions (IQ) and new ideas/innovations (NI). Responses should contain substantive content &amp; connected ideas to instructional practice</td>
<td>3 points for each response x 12</td>
<td>/3 /36</td>
</tr>
<tr>
<td><strong>Whole Class Conversation Insights</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole class labeled responses were insights that deepened and broadened understandings of the topics discussed each week</td>
<td>2 points each for insights from conversations x 12</td>
<td>/2 /24</td>
</tr>
<tr>
<td><em>Note: 0 points recorded if written PRR response not shown as ticket to conversation</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Synthesis: PRR and log visibly mined</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entries tabbed for accurate &amp; essential content and connections to new ideas generated</td>
<td>5 points</td>
<td>/5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>/65</td>
</tr>
</tbody>
</table>

Comments:
### Thoughtful Assessment Project: Data Driven One-on-One & Small Group Instruction Rubric

<table>
<thead>
<tr>
<th>Criteria for Excellence</th>
<th>Possible Points</th>
<th>Daily</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Organization</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Daily, systematic organization is clearly evident in final project</td>
<td>5 points</td>
<td></td>
<td>/5</td>
</tr>
<tr>
<td><strong>Daily Data Reading Folder including:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Names/Genres of books child read</td>
<td>1 point daily</td>
<td>/1</td>
<td>/11</td>
</tr>
<tr>
<td>Notes are theoretically accurate and reflect cue &amp; strategy use</td>
<td>5 points as assigned</td>
<td>/5</td>
<td>/55</td>
</tr>
<tr>
<td>Coded miscues incorporate conventions learned &amp; the actual text submitted is submitted</td>
<td>5 points as assigned</td>
<td>/5</td>
<td>/45</td>
</tr>
<tr>
<td>Semantic, syntactical, &amp; graphophonemic analyses are theoretically reasonable &amp; anecdotal notes focus on strategies used &amp; literacy elements</td>
<td>6 points as assigned</td>
<td>6/</td>
<td>/54</td>
</tr>
<tr>
<td>Instruction clearly driven by data, focused on strategy instruction with materials listed and theoretically sound rationale written</td>
<td>5 points as assigned</td>
<td>/5</td>
<td>/45</td>
</tr>
<tr>
<td>Thinking connects why the lesson was crafted &amp; the effectiveness of the instruction in relation to identified child/children needs</td>
<td>5 points</td>
<td>/5</td>
<td>/55</td>
</tr>
<tr>
<td>Critical incidents of strategy &amp; literacy growth as well as genres read are mined in data and professional literature accessed to detail one child’s growth</td>
<td>10 points</td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td>Citing professional literature, critical incidents from data &amp; experiences with individual assessment, a detailed, theoretically grounded classroom reading assessment system is created</td>
<td>20 points</td>
<td></td>
<td>/20</td>
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</tbody>
</table>

**TOTAL** 300

**Comments**
<table>
<thead>
<tr>
<th>Role</th>
<th>Criteria for Excellence</th>
<th>Total “T”</th>
<th>Total “E”</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Instruction Plan</td>
<td>Instruction clearly driven by data across children, focused on strategy instruction with materials listed and theoretically sound rationale written; plan submitted to colleagues before lesson</td>
<td>10 possible points</td>
<td></td>
</tr>
</tbody>
</table>
| E Observation Focus | Anecdotal notes document the conversational nature of the lesson & detail the following format:  
- Intro talk about books read  
- Praise  
- Record Oral Reading  
- Retelling  
- Debrief – name what you noticed from past reading  
- Demonstrate strategy (implement focused lesson)  
- Guided Practice  
- Offer Invitation                                                                 | 5 possible points |           |
| E Forming Questions & Providing Feedback | Reflective feedback named effective instructional practice and questions clearly encouraged generative & theoretically sound thought                                                                 | 5 possible points |           |
| E Hints & Suggestions | Examples from personal experiences and/or text readings add concrete ideas to propel action                                                                                                                           | 5 possible points |           |
| T & E Engaging in Reflective Conversation | Children’s reactions, the lesson plan and observational notes are used to think deeply about & record the lessons effectiveness and plans are made to propel action                                                                 | 10 possible points | 5 possible points |
| T & E Reflection on ethnography process or Growing Instructional Competence | The reflection uses insights from ethnographic notes and conversation to name areas of instructional or observational growth as well as cites goals or areas in which you would like to improve. Professional citations are accurately included and the lesson plan and written notes are attached. | 10 possible points | 10 possible points |

Total Teacher Observed /30
Total Ethnographer /30

GRAND TOTAL /60

* (T) Teacher Observed * (E) Ethnographer Observer

Comments:
RESPONSIVE TEACHING: LOOKING & LISTENING CLOSELY TO ONE CHILD

RELECTION on past lesson: How did my teaching go? How did the child react? What went well? What did not go well?

<table>
<thead>
<tr>
<th>OBSERVE</th>
<th>WHAT DOES THIS MEAN</th>
<th>NEW PLANS</th>
<th>WORDS TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What data did I gather? What more do I notice about my child’s reading, writing, literacy behaviors from artifact or direct observation?</td>
<td>From professional readings, what do you predict data means or is significant?</td>
<td>Based on data analyses, what is my focused teaching point? Create instruction based on observation &amp; prediction, what does the child need to know next to extend or deepen his knowledge of the reading/writing process? What materials will you need?</td>
<td>What will I say to facilitate the learning process?</td>
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</tbody>
</table>
RESPONSIVE TEACHING: LOOKING & LISTENING CLOSELY TO ONE CHILD

**Reflection on Past Instruction:** How did my teaching go? How did the child react? What went well? What did not go well?

**Data Gathered:** What data did I gather? What more do I notice about my child’s reading, writing, literacy behaviors from artifact or direct observation?

**Analysis and Meaning:** From professional readings, what do you predict is significant that will focus your instruction and help the reader/writer make progress?

**Focused Teaching Point with New Plans:** Given the information above, what does child need to know next to extend or deepen his knowledge of the reading/writing process and what instruction will best serve his/her needs?

**Words and Materials to Use:** What will I say to facilitate the learning process?