I. Descriptive Information

A. Course number and title: EDRD 718 - Seminar in Classroom Reading Assessment.

B. Catalog description: Seminar and supervised field experience focusing on assessing and meeting the needs of small groups of children as readers.

C. Course credit: Three (3) semester hours.

D. Prerequisites: EDRD 600, EDRD 715, EDRD 716 and permission of the instructor.

E. Intended audience: Primary, middle and secondary teachers or educational specialists pursuing advanced study in reading assessment and instructional decision-making.

F. Instructors: Diane E. DeFord  Office Hours: Before and after class Monday 1-3:30; Tuesday 1-4

II. Statement of Learning Outcomes

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

B. Core (multi-course) Objectives: Across the M.Ed. in Language and Literacy, teachers 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, and participating in conferences and other professional activities.

9. Reflect on one's practice to improve instruction and other services to students.

10. Participate in local, state, national, and international professional organizations whose mission is the improvement of literacy.

C. Course Objectives. To meet IRA/NCATE Standards, the primary objectives of this course are for teachers to:

1. Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading. (IRA 1.4; NCATE Standard 1: Candidate knowledge, skills, and dispositions—Content Knowledge) Standard 3: Clinical Experiences; CELA (Intellectual Spirit: Intellectual Curiosity).

2. Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes. (IRA 2.1; NCATE Standard 1: Candidate Professional & Pedagogical Knowledge and Skills & Student Learning) & Standard 3: Clinical Experiences; CELA (Justice: Providing Learning Experiences for All, Facilitating Personal Responsibility/Decision-making).

3. Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. (IRA Standard 2.3; NCATE Standard 1: Candidate knowledge, skills, and dispositions—Professional & Pedagogical Knowledge
4. Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments. (IRA Standard 3.1; NCATE Standard 1: Candidate knowledge, skills, and dispositions—Professional & Pedagogical Knowledge and Skills & Student Learning) & Standard 3: Clinical Experiences; CELA (Stewardship: Utilization of Resources & Justice: Appreciating Diversity).

5. Place students along a developmental continuum and identify students' proficiencies and difficulties (IRA Standard 3.2; NCATE Standard 1: Candidate Professional & Pedagogical Knowledge and Skills & Student Learning) & Standard 3: Clinical Experiences; CELA (Integrity: Professionalism, Justice: Appreciating Diversity & Providing Learning Experiences for all).

6. Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds (IRA Standard 3.3; NCATE Standard 1: Candidate Professional & Pedagogical Knowledge and Skills & Student Learning) & Standard 3: Clinical Experiences; CELA (Integrity: Professionalism & Supportive Interactions; Justice: Facilitating Person Responsibility/Decision-making).

7. Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents), (IRA Standard 3.4; NCATE Standard 1: Student Learning & 3: Clinical Experiences; CELA (Integrity: Professionalism & Supportive Interactions; Justice: Appreciating Diversity).

8. Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities (IRA Standard 4.3; NCATE Standard 1: Student Learning & Standard 3: Clinical Experience; CELA (Intellectual Spirit: Demonstrating Intellectual Curiosity & Stewardship: Collaboration for the Greater Good)).

10. Work with colleagues to observe, evaluate, and provide feedback on each other’s practices (IRA Standard 5.3; NCATE Standard 1: Professional and Pedagogical Knowledge and Skills--Reflecting on practice and student learning; CELA (Integrity: Professionalism & Supportive Interactions, Intellectual Spirit: Self-assessment/Reflection).

III. Required Texts and Key Readings

A. Articles from M.Ed. in Language and Literacy Article Packet on Blackboard.

B. Required Texts:


Recommended:


IV. Academic Course Requirements

The intent of this course is to help teachers broaden and deepen their understanding of the reading process so they can be genuinely helpful to all students as readers. As a part of achieving this goal, participants will (a) work with students in small groups of readers both related to their needs and incorporating their interests as part of an ongoing inquiry project that will be shared with parents at the end of the semester, (b) identify from that work the areas in which they need to expand their knowledge base and read extensively in those areas; (c) read other books and articles as part of developing a shared knowledge base and of familiarizing themselves with the fields of reading and reading assessment at the local, state and national level; (d) write an analysis of student progress based upon assessment information; (e) develop a plan for ongoing classroom based assessment.

A. Readings

There are three different types of readings associated with this class. Some are inquiry-driven; some will be common texts read by all class members; still others will be tied to state or national conversations or national and state standards. These will be read by small groups and shared with the entire class.

1. Required – See III. Required Texts & Readings

2. Inquiry-driven. As part of working with small groups of students, teachers will encounter aspects of the reading process about which they realize they need to know more. The instructor will recommend books, provide articles, and suggest other ways for teachers to obtain the expertise they need. Teachers will reflect on these, other readings, tutoring experiences, and applications of any of the above to classroom practice on Blackboard.

3. Tied to state or national conversations and/or national and state standards (http://ed.sc.gov/topics/curriculumstds/). There are a number of tests used for classroom-based assessment in the state and across the nation with which teachers need to become familiar (PASS Test Information, Writing Response Rubric (PDF), Writing Test Blueprint (PDF)). There are also a number of reading programs designed to help children improve as readers (ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/english_la/documents/literacy_links/200310.pdf).
In class, we will collectively brainstorm a list of these tests/programs. Teachers will then identify a test/program they particularly wish to understand, work in small inquiry groups to learn about that material and design an effective way to share their understandings with the class. For further information go online: Writing ([http://ed.sc.gov/agency/Accountability/Assessment/Writing.html](http://ed.sc.gov/agency/Accountability/Assessment/Writing.html)) ELA (English language arts (reading and research)) Content Subjects ([mathematics](http://ed.sc.gov/topics/assessment/), [science](http://ed.sc.gov/topics/assessment/), and [social studies](http://ed.sc.gov/topics/assessment/)). Testing and Assessment ([http://ed.sc.gov/topics/assessment/](http://ed.sc.gov/topics/assessment/))

Participants need to read extensively, carefully, and thoroughly and make connections from their reading to their work with the case study students. Participants will be expected to talk about these readings and make connections in class and on blackboard.

B. Tutoring and Assessment

Participants in this class will spend 1 hour a week working with a small group of students in a supervised setting either at the elementary, middle or high school based upon student availability. Participants will prepare in advance for these sessions, carefully and thoughtfully conduct those sessions, keep anecdotal records of the sessions, and utilize a reflective framework as part of the assessment process. As part of the tutoring, candidates will support students in participating in an inquiry project related to their particular interests. A meeting will be planned to share information with classroom teachers and parents of children. Letters will be written to parents and teachers to share results of assessments and tutoring.

Participants are expected plan and reflect collaboratively with other class members (see online lesson record sheets), to maintain a notebook with HT sheets and assessment information, to read widely and deeply to expand their knowledge base in order to help their students, and to engage in online discussions about the intersection of your tutoring and professional readings.

C. Additional Written Assignments:

1. Ongoing instructional/assessment records: Each week, after working with their children, teachers will keep anecdotal records of their experience and complete plans for subsequent lessons. Samples of these will be embedded in the portfolio.

2. Electronic Portfolio: At the end of the course, teachers (two teachers working together) will produce a written analysis of student progress which synthesizes data gathered from Tutoring and Assessment and which
includes recommendations for continued instruction of the students (downloaded to digital drop box as a Word or Powerpoint file). Pictures, video, and scanned artifacts are encouraged to support your analysis. Samples of portfolios will be put onto Blackboard for your reference.

3. **Personal Reflection**: A section of the above portfolio will include a reflective piece on what you have learned from your tutoring experiences, both in 716 and 718, about teaching and learning in literacy settings (each teacher will do a reflection on learning about teaching, even though the rest of the portfolio will be completed as a group project).

D. **Exit Slips and other Evaluations**

Weekly exit slips will be sent to the course instructor via email (use NAME.DATE.doc for your file name, substituting your name and the correct date for each file sent via email). These exit slips might contain insights gained from class experiences, readings, and tutoring, as well as questions that you would like input about. Other evaluations will be provided as part of self and course evaluations (IRA/NCATE Standards & COE Collaborative Framework: Collaborative Educational Leader and Advocate and Dispositions).

V. **Administrative Course Requirements**

A. **Attendance**. Students are expected to attend all regular class meetings. The university standard is that a student may not miss more than 10% of class sessions, which in this instance is one class session. If a student must miss more than this, or there is another conflict that influences course performance, this must be negotiated with the instructor so that appropriate makeup experiences can be tailored to the situation.

B. Auditors are expected to conform to the same attendance requirements as students registered for credit.

VI. **Evaluation and Grading (see attached)**

In class, everyone will participate in a collaborative evaluation process by using a grading rubric for each of the course requirements. At end-of-semester, participants will use the rubric to assign themselves points for each evaluation area. Participants will also provide documentation of how they met these standards using the IRA Standards Form. The instructor will rate each student as well. The instructor will take participants’ ratings into consideration when determining the final grade.

Course guidelines for grading: This course is a graded course using A, B, C, D, F. 90-100% is considered an A; 80 – 89% is considered a B; 70-79% is considered a C; 60-69% is considered a D; below 60% is considered an F. Students are required to conform to attendance guidelines. Students are
required to complete all assignments thoroughly and professionally.

VII. Major Course Topics

i) A processing view of reading and writing: A network of skills and strategies
ii) Building communities of learners
iii) The nature of talk: Scaffolding students through dialogue in a variety of instructional settings
iv) Leveling Texts & Portfolios
v) Instructional Decisions: Integrating Assessment & Instruction
vi) Reading assessment tools: Assessment of groups of students
vii) Assessment of individual students within a group
viii) Integrating essential components of reading and writing into the curriculum
ix) Digging deeper into the ongoing use of The HT Process: Exploring Comprehension
x) Teaching responsively: Designing instruction to meet the needs of groups of students and individuals

VIII. Modes of Instruction

Types of instructional strategies used in the course include demonstrations, mini-lessons, lectures, small and whole group discussions, and student presentations. Each session will use a variety of structures: a read aloud (by class members), sharing, group discussions of professional readings, lessons by the instructor or class members, and reflections (in the form of exit slips).

IX. Bibliography (see attached)

The foundational theory and research within this course is consistent with the beliefs, theory and research in the South Carolina Language Arts Standards (http://ed.sc.gov/topics/curriculumstds/) and the standards of the International Reading Association (NCTE / IRA Standards for the English Language Arts)


IRA/NCTE Task Force on Literacy Assessment (1994). *Standards for the assessment of literacy*. Newark, DE: International Reading Association. The Standards book is now available as a PDF. View the Table of Contents, read the background and overview or download the entire document.


