University of North Texas at Dallas
Summer 2012
SYLLABUS

EDRE 4850.090: Assessment and Evaluation of Reading	3 hrs.

Department of	Reading	Division of	Education and Human Services

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Classroom Location:	**1-274**
Class Meeting Days & Times:	**Tuesday/Thursday 10:00-12:50**

Course Catalog Description:	Examine a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is on non- intrusive, naturalistic procedures. Observations are required.

Prerequisites:	**EDRE 4450 or EDRE 4820**
Co-requisites:	

Required Text:	Clay, M. M. (2005). *An Observation Survey of Early Literacy Achievement*. Heinemann. Clay, M. M. (2007). *Follow Me Moon* OR *No Shoes*. Heinemann. Cooter, B. & Flynt, S. (2007). *Comprehensive Reading Inventory*. Pearson. Reutzel, D. R. & Cooter, B. (2011). *Strategies for Reading Assessment and Instruction (4th ed.)* Pearson.

Recommended Text and References:	Walker, Barbara, J. (2007). *Diagnostic Teaching of Reading: Techniques for instruction and assessment* (6th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. Required additional readings: Readings are available on Blackboard.

> ➢ Go to http://ecampus.unt.edu

> ➢ Enter your EUID as the username and your AMS password as the password. If you don't know either of these, go here to get them: http://ams.unt.edu

- **Required Electronic Text:**
  The Texas Essential Knowledge and Skills for English Language Arts. The Texas Essential Knowledge and Skills for English Language Arts and Reading Framework is available on-line at the following address:

	http://www.tea.state.tx.us/rules/tac/chapter110/index.html You may want to either print out the language arts guidelines, or just use the guidelines on-line on as you create your lesson plans. **Recommended Websites** You may also want to access the websites for the major literacy professional associations. These include the International Reading Association (http://www.reading.org) and the National Council of Teachers of English (http://www.ncte.org). Companion website http://wps.prenhall.com/chet_literacy_cluster_1/0,8776,1164686-,00.html You are encouraged to subscribe to the following websites. Fountas & Pinnell Leveled books website http://www.fountasandpinnellleveledbooks.com/default.aspx The online reading program **www.readinga-z.com** Journals published by the International Reading Association (IRA). The International Reading Association (IRA) publishes many of the most important literacy-related journals in education (e.g., *The Reading Teacher*, *Journal of Adult and Adolescent Literacy*, and *Reading Research Quarterly*). If you are not a member of IRA, I strongly encourage you to join. There are great rates for students! Please go to the IRA website for more information (http://www.reading.org). Some additional materials and books will be placed on reserve in the library for your use throughout the semester.

Access to Learning Resources:	UNT Dallas Library:
	   phone: (972) 780-3625;
	   web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	   phone: (972) 780-3652;
	   e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:

The goal of this course is to develop in the following six areas of competence:
They are:

1. Content and curricular knowledge refers to the grounding of educators in content knowledge and knowledge construction and in making meaningful to learners the content of the P-16 curriculum.
2. Pedagogical knowledge of teaching and assessment refers to the ability of educators to assess, plan, implement, and evaluate teaching and learning in terms of its consistent engagement of learners.
3. Promotion of equity for all learners refers to the skills and attitudes that enable educators to advocate for all students within the framework of the school program.
4. Encouragement of diversity refers to the ability of educators to appreciate, affirm, and engage the various cultural heritages, unique endowments, learning styles, interests, and

needs of learners.
5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. Engaged professional learning refers to the commitment of educators to ethical and caring practice and to continued learning and professional development.

Learning Objectives/Outcomes: At the end of this course, the student will
1. Demonstrate knowledge of the relationship between instruction and assessment;
2. Demonstrate knowledge of assessment as a continuous and ongoing process;
3. Develop an ability to administer and interpret a variety of informal reading, writing, listening, and speaking assessments based on authentic literacy tasks;
4. Demonstrate observational and diagnostic skills specific to a targeted student's literacy behaviors and develop means of recording and reflecting upon those observations in order to drive and enhance instruction;
5. Be able to complete a running record and miscue analysis of the oral reading of a student and understand the results' implications for instruction;
6. Be able to compile a profile of a student's work that contains descriptions and analyses of work completed with the student, plus identifies instructional alternatives for future instruction;
7. Understand the appropriate uses of scores from standardized tests;
8. Understand the strengths and weaknesses of both formal and informal assessments;
9. Plan, implement, and evaluate reading and writing instruction in the areas of oral language, word identification, vocabulary, and comprehension;
10. Demonstrate knowledge of strategies to collaborate with appropriate teachers and specialists related to the assessment and instructional planning for struggling readers and writers, and informing the student and their parents about the student's literacy strengths and weaknesses..

Course Evaluation Methods

Assessment Philosophy- This is a performance-based course. Grading for this course will be based on performance related to specific course requirements. *Performance is considered on a continuum of understanding and practice that will take place across time and will be considered on an **individual basis.*** Do not compare your performance to that of other students. Grades are weighted by categories. Students should be aware that simply completing an assignment does not merit the total number of possible points. The following guidelines will be used in determining points earned. All scored materials are kept by the professor after candidates have reviewed them. Therefore, candidates need to keep a paper copy and an electronic copy of each document submitted.

If you are expecting a final grade of "A," do "A" work on every assignment, regardless of the weight.

Description of Grading System
Grading Scale:

90% - 100%	A	Superior, clearly superior, far above expectation
80% - 89%	B	Good, completed the assignment according to directions
70% - 79%	C	Adequate
60% - 69%	D	Did not meet expectations, but completed assignments
59% and below	F	Clearly below expectation or assignment not turned into the instructor

Grading Equivalents:

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A  =  4  =  +        =   Completed Assignment clearly abv. expectations=  Av.
Grade:    95
B  =  3  =  √+       =   Completed assignment above average expectations
            85
C  =  2  =  √        =   Completed assignment, met minimal expectations
75
D  =  1  =  √  -     =   Completed the assignment, but did not meet expectations
65
F  =  0  =  -        =   Nothing handed in
            0
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Final Grade will be calculated on the following category weighted percentages:

Attendance (Attd) =	10%
Quizzes/Quick Writes	15%
Book Leveling Project	10%
Vocabulary Log	5%
Toolkit	5%
Individual Student Work, tstg. assignments	25%
General Class or Homework Assignments	15%
Test, Oral Exam	<u>15%</u>
	100%

Professional Disposition- requirement across all assignments

Major Assignments
- ✓ Assessment toolkit (Requirements attached)

✓ Administer, analyze, and synthesize assessments in writing on two children (Rubric attached)

✓ Design and implement instructional frameworks based on assessments

✓ Oral Exam (Rubric attached) and written exams, tests, and quizzes

✓ In-class work; article, reflections, learning logs, critical writing assignments, Quick Writes

✓ Professional disposition (Rubric attached)

Field Component: Practice-Based Experience
Candidates will spend time during the semester testing and tutoring students in fulfillment of the field practicum related to the coursework. Application and background check forms will be distributed in class to gain access to work with students enrolled at Denton ISD.
Secure access to two (2) students; an early elementary (K -2) and middle school (3 – 6) child for practice testing during the first half of the course. This practice student should be an average or below student, (not a GT student). This practice student can be a child of a family, friend, or neighbor. You may wish to use after school daycare, church organizations, girl/boys club etc.

Examples of Coursework:
1. *Reflective Learning Logs*

Because class members will be expected to be a part of all class exercises and discussion, students will need to complete reading assignments and prepare notes and questions **BEFORE** each class session.

All readings must be completed **before** class in order for the class discussion format to be successful. After completing the assigned readings (both text and journal articles), you may be asked to reflect and share interesting and important ideas and provide a rationale for why these are significant to you in the format of a Learning Log.

2. Quick Writes

Occasionally you will be asked to do a quick write related to assigned readings and discussion for the day. The quick write will be done during or at the end of class and *you must be present at the time of the quick write, as there will be no make-ups*. These will be done randomly during the semester when warranted. See wrtg. Folder for QW directives and protocol.

3.Practicum Projects: Practice testing, testing lesson planning, lesson reflections
Assessment Lesson Plans – You will write a lesson plan for each student you are tutoring. *Do not attempt to teach any lesson without detailed, written plans.*

• You will need a **working copy** with you are working with your students that you must use and write notes on during your teaching session and will turn in after you complete the lesson, lesson reflection, and personal reflection.

Lesson Reflections – After each teaching session with your students, you will write a lesson reflection that describes the assessments you administered and the opportunities to learn which you provided for your student and how your student responded. These reflections should be written as soon as possible so you will not forget important details or statements made by your student.

4.Individual Student Summary
You will complete a "mini" case study on one of the students you are tutoring. You will be summarizing what you learned about your student's strengths and needs in reading and writing.

5. Vocabulary Log: You will be maintaining a list of key terms and concepts covered throughout this course. New terms will be added on Bb regularly for you to catalog into your log. You may choose the organizational method you would like to use. If you began this log previously, you are encouraged to continue adding to it.

7. General Assignments: miscellaneous homework assignments dictated by needs of the class.

8. Quizzes, Tests, Exams: Determined by the instructor.

BlACKBOARD is the course management system that will be used heavily in this class as a form of obtaining course content, communication & assignments. It is the student's responsibility to familiarize him/herself with Blackboard. **Students will not generally receive hard copy handouts.** Electronic copies and links will be provided for the student to download and make paper copies. All students are responsible for checking their email address as listed on the website for this class. If your email address is not correct, you may miss assignments and updates on visits to the public schools. All students will be responsible for regularly checking the class website for announcements, assignments, discussion board and other pertinent information.

Late or Missed Assignments:
1. It is my assumption that all work will be turned in on time. Assignments are due at the BEGINNING of class on the due date. Late assignments are accepted only once at the discretion of the professor, and, if accepted, scores are reduced by 10 pts. You will only have 2 days (after the missed day) to hand in a late assignment.
2. Missed exams may be taken *at the discretion of the professor* and the score will be reduced by at least 10% of the available points. There is no provision for make-up of in-class activities such as QW, in class projects, quizzes or the final exam.
3. The professor will retain all scored documents for her records. Therefore, students must keep a paper copy and an electronic copy for their portfolio and their own records.

Buddy System (Self-Selected)
The first day of class, you will join a group of four. You will work in this group for a variety of purposes throughout the semester. Responsibilities within the group will be:
- ✓ Discussions over readings for class
- ✓ Check all scoring on testing
- ✓ Share packets of leveled texts/book leveling project
- ✓ Observe and support with all testing and student summaries
- ✓ Support in lesson planning and reflection
- ✓ Collect all missed assignments and cover content missed in class
- ✓ Act as a "reminder" and "check point" for all assignments

Student Support
Extra help is available on an individual or small group basis. The goal is for ALL students to be successful and to provide the necessary support. It is the student's responsibility to request help in a timely manner. Please do not wait until you are in trouble to make an appointment.

Attendance
Attendance and Participation Policy:

Attendance and active, constructive, and positive participation at all class meetings is required. The level and quality of our learning in this class depends largely on the level of attendance and quality of class participation and discussions. Thus, you should come to all classes and tutoring sessions well prepared to assume an active, thoughtful, and positive role in the scheduled activities by having read all required readings and completed all class assignments/preparations for the class and/or tutoring experience. This course plays an important role in your professional preparation for teaching. As such, attendance is a crucial professional responsibility. <u>If you know ahead of time that you must miss more than one class session or will not be able to attend all class sessions for the full duration of each class period, please plan to take this course during a different semester when you will be able to attend all class sessions.</u> Additionally, the success of your peers in this course and the success of students with whom you will work depend on your level of commitment.
Please call me immediately if you have an emergency and must miss a class.
Please see university policy below for what is considered an excused absence. After two unexcused absences your grade may be lowered a letter grade. Making the instructor aware of the absence does not excuse the absence.

University Policy - Attendance
Student Life & Student Handbook
Consistent and attentive attendance is vital to academic success, and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of students' grades.
Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented student illness, serious illness or death in the student's immediate family, official school activity, state-recognized religious holiday, or other verified absences deemed appropriate by the instructor. Students must consult with instructors regarding the completion of make-up work.
Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student failing the course. An incomplete may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor
The following are the guidelines regarding excused absences:
1. Documentation (Physician note and obituaries) for absences will only be accepted within 30 days of the absences.
2. Documented absence does not preclude a student from still being responsible for assigned work and/or test. It is the student's responsibility to contact professors regarding assignments.

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:

Professional Behavior Expectations:

1) Attend class for entire time and be on time.
2) Turn off cell phone and store it in your purse or book bag.
3) Be courteous to everyone – listen when others speak, answer and ask questions often, and be alert (if you are too tired to stay engaged in class, then stay home).
4) Be prepared with all assignments before class begins and do not plan to do other assignments during class.
5) All work should be typed, printed, and brought to class ready to turn in --- your instructor is not responsible for printing your work--- do not plan on sending it by email. Late assignments will not be accepted.

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