

Spring 2011

**University of North Texas
The College of Education
Department of Teacher Education and Administration
Spring 2011**

I. Course Number/Section: EDRE 4850

Course Title: Assessment and Evaluation of Reading

II. Instructor: Dana J. Jobe, M.Ed, M.S.

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Office Hours:	
Wednesdays	4:30-5:30 or By Appointment

III. Class Meeting: Wednesday, 5:30-8:20

IV. Required Texts:

Bear, D. R., Invernizzi, Templeton, S., Johnston, F. (2007). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (4th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

DeVries, Beverly, (2004). *Literacy Assessment and Intervention For The Elementary Classroom*. Holcomb Hathaway, Publishers, Inc.

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:

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<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.fountasandpinnelleveledbooks.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.

V. Catalog Course 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. **Prerequisite(s):** EDRE 4450 or EDRE 4820.

VII. Conceptual Framework

Purpose and Relationship to the COE Model and the Domains of Professional Practice: This course relates to the major themes guiding the teacher preparation program in the College of Education in the following ways:

Educators as Guides for Engaged Learners- This course emphasizes that as professional educators we should view learning as a life-long endeavor. Moreover, as professional literacy educators we should desire to learn continually about the subject matter we teach and through meaningful formal and informal assessment, we should strive to learn from and about the children we serve.

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Guiding engaged learners draws on six areas of competence developed in all UNT programs for educators - 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.

Values Democracy & Multiculturalism – This course emphasizes that literacy instruction should be designed to meet the needs of all students by preparing them effectively to live and work in a democratic and pluralistic society.

Primary Methodologies and Approaches Used in Class:

We will employ a variety of methodologies and approaches in this course such as small and large group discussions and activities, lecture, individual work, teaching presentations by all class participants in the course, use of instructional media and technology, tutoring children at Borman Elementary school, and so forth.

VIII. Language, Literacy, and Bilingual Education (LLBE) Program Expectations for Future Teachers: Students will

1. Develop a reflective mindset about their learning and teaching;
2. Develop a sensitivity to and awareness of culturally and linguistically diverse learners;
3. Understand and support student-centered instruction;
4. Understand how language and literacy interact;
5. Promote the integration of language arts in all areas of instruction;
6. Develop as lifelong learners.

IX. Course Objectives: Students will

1. demonstrate knowledge of the relationship between instruction and assessment;
2. demonstrate knowledge of assessment as a continuous and ongoing process;

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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..

X. Course Requirements and Assignments

Class Sessions (10%)

Class sessions will include a variety of formats, including whole-class and small-group discussions, individual writing, videos, micro-teaching experiences, computer work, guest presentations, brief lectures, materials workshops, and teacher/student presentations.

Attendance/Participation/Professionalism: (3%)

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. 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. 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 (214-707-6034).

PLEASE NOTE: More than three absences will result in an "F" grade of your final course grade.

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In-Class Activities/Field Base (7%)

There are two activities in this category: (a) In-class reflections--you are required to reflect on activities and discussions you have engaged in with others and connections you're making across texts. You should expect multiple class reflections and activities during the semester; and (b) Group presentation—you will be assigned to a group to present one literacy topic. More detail for this assignment will be explained in class. The reflections/activities will be collected during the class sessions they are assigned. All reflections and activities in this category must be completed during the session for which they are assigned for credit.

Readings

Readings for the course come from professional books and on-line resources related to the literacy assessments. Some assigned readings are compiled in the following:

Assignments

In addition to completing assigned readings, attending, and participating actively in class sessions, students will be asked to complete the following assignments.

Out-of-Class Reflections (10%)

You will write *five* out-of-class reflections for the chapter readings across the semester. The length of the written reflections is likely to vary across readings and with respect to your particular interest in, and understanding of, the topics being covered. As a general rule, however, written reflections should be a half to 1 single-spaced typed page. Please use the following guidelines for your written reflections:

Identify and discuss important issues/ideas/points introduced in the chapter readings. That is, what are some of the key ideas the authors want you to consider? What does the author have to say about these points and why they are important? Why do you consider these issues/points important to you as a future teacher? What do you think about these points? What, if any, ideas did you take issue with in the readings? Why? The general idea for these reflections is to engage critically and creatively with the author's ideas and relate the author's ideas to your evolving and developing understanding of being a diagnostic teacher.

Guidelines for Grading Written Reflections:

Written reflections will be assessed using the following 3 categories: "Exceptional", "Good", and "Okay". Please use an informal tone in your writing. Additionally, please write your thoughts and ideas in connected discourse using appropriate A.P.A. guidelines. Assessments will be assigned to your summary/critique according to the following criteria:

Exceptional (10 points) = This assessment will be assigned sparingly and is reserved for truly insightful, thoughtful, and in-depth work. See description of assignment above for specific information about content for this assignment.

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Good (8-9 points) = Most assessments will typically be in this range. An assessment of “Good” reflects careful attention to the criteria listed above for this assignment.

Okay (6-7 points) = An assessment of “Okay” will be made if the criteria listed above are addressed satisfactorily.

Case Study (25%)

Field Experience: You will identify a child to tutor and Complete tutoring sessions.

Diagnostic Analysis

Based on your assessment of your tutee and the knowledge learned in this course, you will write an initial 2-page report analyzing your tutee’s literacy related strengths and needs. Write your analysis for each of the following categories: your tutee’s interests and attitude, spelling inventory, IRI/QRI, and writing (*optional*). State your goals for the tutee.

Progress Report

You will identify a child to tutor. During these sessions, you will administer a variety of assessment and evaluation tools and provide related remedial instruction. You will summarize your tutoring sessions, interpret the collected data diagnostically, and develop instructional recommendations. Evidence of these tasks will be assembled into a progress report that includes results and recommendations. The progress report will be shared with the instructor and the child’s parents or teacher in a final conference. Specific due dates for drafts of Guidelines for assignments and procedures for grading this document will be provided in a separate handout and on Blackboard. **Please note: You will make 2 copies when you submit to me.**

Case Study Report

For this final paper (5-6 pages, double spaced), you will prepare a case study on your tutee and your work with your tutee over the course of the semester. Your case study will include an analysis of your tutee’s beginning and end-of-semester assessment results, an overview of the instructional goals that you developed based on the assessments and a reflection of the lessons you conducted during the ten sessions. You will discuss how student’s literacy assessment informs your instructional practices. You also discuss how interaction with your tutee, your professor, and classmates impacts your instructional practices. You will use the information from your initial diagnostic analysis, and you will reference the lesson plans you prepared from throughout the semester to help you write your final case study. Your case study must be detailed and written with clarity, cohesiveness, and depth. Additional information about this assignment as well as guidelines for grading this assignment will be provided in a separate handout.

You are also asked to share your case study with the class. Your presentation will be done in a small group conference. In your presentation, you need to include the following components:

- Who was your tutee? (e.g., academic and personal data)
- Your tutee’s strengths (State what he or she could do at least 2 strengths)
- Your tutee’s literacy learning difficulties (State at least 2 difficulties)

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- Share teaching strategies that worked well (State at least 2 strategies)
- What did you learn from this tutoring experience with your tutee? (Discuss four components: Read to, Read with, Write with, and Word study)

Instructional Lesson Plans and Reflections (15%)
(Aligned with Case Study)

During the semester you will design instructional lesson plans for tutoring with a child age 6-12 years old. You will be asked to write a reflection after each tutoring. Guidelines for lesson plans and the reflection form will be provided in a separate handout.

XI. Evaluation and Grading:

Evaluation in this course will be based on performance in the three major activities listed above: class sessions, readings, and assignments. Total points earned will be weighed by category and converted to a percentage score.

Course Requirements:	Percent of Final Grade:
Attendance/Participation/ Professionalism/In-class activities	10%
Out-of-class reflections	10%
Case study Diagnostic analysis in the beginning (15%) Progress report (10%) Case study report (15%) This paper counts as a final exam paper	25%
10 Lesson plans and 10 reflections	15%
Exam 1	20%
Exam 2	20%
TOTAL	100%

Total points earned will be weighted by category and converted to a percentage score. The following guideline will be used to determine your final course grade:

Percentage:	Grade:
90 to 100%	A
80 to 89%	B
70 to 79%	C
60 to 69%	D
Below 60%	F

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XII. Assignment Policy

All written assignments completed out-of-class **must be typed** and submitted by email, or hard copy. Assignments must be completed by the due date for Full credit. *Late assignments* will be reduced by one point for each day they are late. No points will be given after ten calendar days, including weekend and holidays.

XIII. Courtesy Policy:

Since you all are preparing for a professional career in teaching, I request that you practice on-line correspondence professionally. When you send professors email, please address all your professors professionally.

XIV. Academic Integrity

Academic honesty is essential in a learning community and is apparent in several situations. Violations of academic honesty (i.e., cheating, plagiarism, collusion, and falsification) may result in a grade of 0 for a test or assignment. A second violation will result in an assignment of F for the course.

XV. Americans with Disabilities Act (ADA) Policy on Auxiliary Aids and Reasonable Accommodation

The University Of North Texas College Of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214.

Students who qualify for accommodation under the provisions of the Americans with Disabilities Act should notify the instructor of their needs and ask for appropriate accommodations in the course. The instructor will accommodate those needs through modification of teaching/learning strategies, assignments, or other ways as necessary so that all students can demonstrate accomplishment of the goals of the course. If any problem arises, contact the departmental office in Matthews 206 for the name of the ADA compliance officer.

XVI. Eagle Mail

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>.

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**EDRE 4850
COURSE OUTLINE (Revised)**

PLEASE NOTE: AS YOU'RE READING ALL COURSE READINGS, PLEASE REMEMBER THAT YOU WILL BE ASKED TO ACTUALLY TRY IDEAS FROM COURSE READINGS IN YOUR TUTORING THIS SEMESTER.

The course syllabus may be changed from time to time depending on classroom or practicum situations.

WEEKS	THEMES/ISSUES:	ASSIGNMENTS:
ONE	Creating a Context for Literacy Assessment, Intervention and Tutoring: Introduction and Overview	January 19 <u>Activities:</u> <ul style="list-style-type: none">• Course introduction• KWL (Know-Want to know-Learned)• Lecture on formal vs. informal assessments• Article: Learning To Love Assessment (small group)• Assessment (in class)
TWO	Creating a Context for Literacy Assessment, Intervention and Tutoring: Foundations of Reading Assessment	January 26 <u>Readings</u> <u>Activities:</u> Spelling inventory QRI Book
THREE	Creating a Context for Literacy Assessment, Intervention and Tutoring: Foundations of Reading Assessment	February 2 SNOW DAY

WEEKS	THEMES/ISSUES:	ASSIGNMENTS:
FOUR	<p>Developing a Context for Literacy Assessment and Tutoring:</p>	<p>February 9</p> <p style="text-align: center;">SNOW DAY</p>
FIVE	<p>Developing a Context for Literacy Assessment and Tutoring:</p> <p>Foundations of Reading:</p>	<p>February 16 (FTF)</p> <p><u>Readings due</u> Group Presentation Chapter 1 Yuriana & Chelsea Group Presentation Chapter 1 Benjamin & Arely</p>
SIX	<p>Developing a Context for Literacy Assessment and Tutoring:</p> <p>Foundations of Reading: Scaffolding</p>	<p>February 23 (FTF)</p> <p><u>Readings due</u> Group Presentation Chapter 2 Aline & Daniela Group Presentation Chapter 2 Dalia & Jill</p> <p><u>Due</u> Out-of-class reflection # 1 (Chapter 1)</p> <p>Recommended Websites: www.meddybemps.com/9.700.html www.kent.k12.wa.us/curriculum/writing www.writingproject.org www.proteacher.com</p>
SEVEN	<p>Developing a Context for Literacy Assessment and Tutoring:</p> <p>Foundations of Reading: The Alphabetic Principle, Phonics, and Spelling</p>	<p>March 2 (FTF)</p> <p><u>Readings due</u> Group Presentation Chapter 3 Ellie & Millie</p> <p><u>Activities:</u> ➤ In-class activity: word study activity (Phonics) ➤ Word Study for Beginners</p> <p>QRI Book</p> <p>Study Guide for EXAM #1</p> <p><u>Due</u> Out-of-class reflection # 2 Chapter 2</p>

WEEKS	THEMES/ISSUES:	ASSIGNMENTS:
EIGHT	<p>Developing a Context for Literacy Assessment and Tutoring:</p> <p>Foundations of Reading: Scaffolding Vocabulary</p>	<p>March 9 (FTF)</p> <p><i>Readings due</i> Group Presentation Chapter 4 Blanca & Jessica QRI Book</p> <p><i>Due</i> Out-of-class reflection # 3 Chapter 3</p> <p>EXAM #1</p>
		<p>MARCH 16</p> <p>SPRING BREAK/ NO CLASS</p>
NINE	<p>Developing a Context for Literacy Assessment and Tutoring: Working with Students at Borman Elementary School</p> <p>Foundations of Reading: Scaffolding Fluency</p>	<p>MARCH 23 (FTF)</p> <p><i>Readings due</i> Group Presentation Chapter 4 Hillary & Jamara</p> <p><i>Demonstrations & Activities:</i></p> <ul style="list-style-type: none"> ➤ Vocabulary ➤ Word Study for Intermediate Readers <p>QRI Book</p> <p><i>Due</i> Out-of-class reflection # 4 Chapter 4</p>
TEN	<p>Developing a Context for Literacy Assessment and Tutoring: Working with Students at Borman Elementary School</p> <p>Foundations of Reading: Sight words and Structural analysis</p>	<p>March 30 (FTF)</p> <p><i>Readings due</i> Presentation Chapter 5 Lindsey</p> <p><i>Activities:</i></p> <ul style="list-style-type: none"> ➤ Comprehension of Narrative Text ➤ Word Study for Advanced Readers <p>QRI Book</p> <p><i>Due</i> <u>THE FIRST DRAFT OF THE CASE STUDY BRING HARD COPY TO CLASS FOR PEER REVIEW AND FEEDBACK</u></p> <p><i>Due</i> Out-of-class reflection # 5 Chapter 5</p>

WEEKS	THEMES/ISSUES:	ASSIGNMENTS:
<p>ELEVEN</p>	<p>Developing a Context for Literacy Assessment and Tutoring: Working with Students at Borman Elementary School</p> <p>Foundations of Reading: Scaffolding Phonological Awareness</p>	<p>APRIL 6 (Online CLASS)</p> <p><i>Readings Due</i></p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ➤ Comprehension of Informational Text ➤ Analysis of Trade books ➤ Technology ➤ Tutoring Updates <p>QRI Book</p>
<p>TWELVE</p>	<p>Developing a Context for Literacy Assessment and Tutoring: Working with Students at Borman Elementary School</p> <p>Improving reading skills</p>	<p>April 13 (FTF)</p> <p><i>Readings Due</i></p> <p>Group Presentation Chapter 7 Fabian & Araceli</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ➤ TPRI (Texas Primary Reading Inventory) ➤ Fluency ➤ Good V. Poor Instruction ➤ Tutoring Updates <p>QRI Book</p> <p><i>Due</i></p> <p><u>THE SECOND DRAFT OF THE CASE STUDY (BRING HARD COPY TO CLASS) FOR PEER REVIEW AND FEEDBACK</u></p>
<p>THIRTEEN</p>	<p>Developing a Context for Literacy Assessment and Tutoring: Working with Students at Borman Elementary School</p> <p>Maintaining a Context for Literacy Assessment and Tutoring: Putting it all together</p>	<p>April 20 (Field Base/Online Post)</p> <p><i>Readings Due</i></p> <p>Chapters 6 (LP & WTW)</p> <p>Tutoring Updates</p> <p><u>Activities:</u></p> <p>TAKS (Texas Assessment of Knowledge and Skills) Writing</p> <p>Writing Assessment</p> <p>Spelling Instruction</p> <p>QRI Book</p>

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WEEKS	THEMES/ISSUES:	ASSIGNMENTS:
FOURTEEN		April 27 Online Post NO CLASS (Individual Meetings with Professor) STUDENTS WILL BRING A COPY OF THEIR ROUGH DRAFT/MATERIALS/SAMPLES 5:30-8:20
FIVETEEN	Maintaining a Context for Literacy Assessment and Tutoring: Putting it all together	MAY 4 <i>Readings Due</i> ❖ Case Study Presentations <i>Activities:</i> Understanding the Teachers' Role Pick A Chapter <u>UPLOAD FINAL DRAFT OF CASE STUDY TO TK20</u>
SIXTEEN	FINAL	MAY 9 FINAL EXAM ALL ASSIGNMENTS ARE DUE

Key terms: By the end of this course, students are expected to be able to articulate the following terms accurately.

1. Diagnostic teacher
2. Formal assessment
3. Norm-Referenced Test
4. Criterion-Referenced Test
5. Informal assessment
6. Informal reading inventory
7. Graded word list

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8. Spelling inventory
9. Running record
10. Miscue analysis
11. Concepts about print
12. Attitude and interest inventory
13. Phonemic awareness
14. Sight word
15. Structural analysis
23. Reading comprehension
16. Print processing
17. Meaning processing
18. Phonics
19. Readability level
24. Fluency
25. Language experience approach (LEA)
26. Guided listening-thinking activity (GLTA)
27. Word study
28. Spelling stages/Reading stages
 - Emergent speller/emergent reader
 - Letter name-alphabetic speller/beginning reader
 - Within word pattern speller/transitional reader
 - Syllable and affix speller/intermediate reader
 - Derivational relation speller/advanced reader
29. Reading levels
 - Independent
 - Instructional
 - Frustration
30. Types of materials
 - Basal readers
 - Leveled books
 - Chapter books

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- Series books
- High-interest, low readability books
- Picture books
- Wordless picture books
- Predictable books
- Patterned books