

**MURRAY STATE UNIVERSITY**

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE NUMBER: REA 628**

**CREDIT HOURS: 3**

**I. TITLE:** Literacy Assessment

**II. COURSE DESCRIPTION & PREREQUISITES:**

Designed to enable classroom teachers and reading specialists to implement a variety of technology-based assessment tools and strategies, to facilitate learning, provide appropriate instruction, make language learners aware of their own strength and needs as readers, writers, listeners, and speakers, and enhance teacher and curriculum development. Assessment strategies include: anecdotal records, checklists, interviews, conferences, observations, performance events and exhibitions, open-ended questions, self-assessment/reflection, running records, miscue analysis, and oral language assessment. Emphasis is on ways to work with teachers in classrooms and professional development to bring about educational reform and improvements in teaching and literacy instruction. Prerequisite: REA 612.

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards, the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. understand types of assessments and their purposes, strengths, and limitations (KTS 5; ILA 3.1; InTASC 6);
- B. select, develop, administer, and interpret assessments, including performance assessments, both traditional print and online, for specific purposes (KTS 5; ILA 3.2; InTASC 4, 5);
- C. use assessment information to plan and evaluate instruction to help students meet the Common Core Standards (KTS 5; ILA 3.3; InTASC 7 );
- D. communicate assessment results and implications to a variety of audiences ( KTS 5; ILA 3.4; InTASC 1, 2, 3);
- E. incorporate technology to keep systematic and appropriate records to document observations and assessments of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds. (KTS: 5, 6; ILA 3.2, 3.3, 3.4, 4.1; InTASC 6, 7, 8);
- F. explain the Kentucky Code of Ethics, particularly how it relates to the principles of assessment. (ILA 1.3; InTASC 6);
- G. use assessments to plan effective instruction that helps elementary, middle, and secondary students meet the Common Core Standards in the areas of speaking, listening, reading, writing (KTS 5, ILA 3.2, 3.3; InTASC 1, 2, 3, 4, 5);

- H. demonstrate knowledge of the role of Reading Specialists and Literacy Coaches in literacy assessment (KTS 10; ILA 6.3, InTASC 9, 10).

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course by requiring teachers to reflect on how to integrate current theory about teaching language arts into their existing classroom curriculum (KTS 5; ILA 3.1; InTASC 6). The theme of technology is addressed by assessing children's progress incorporating technology (KTS: 5, 6; ILA 3.2, 3.3, 3.4, 4.1; InTASC 6, 7, 8). College and Career Readiness is addressed as students design and implement performance assessment and coaching project (KTS 5, 10; ILA 3.3, 6.3; InTASC 7, 9, 10).

The theme of Literacy/Reading is stressed throughout every course assignment as students learn how to facilitate children's literacy development (KTS 5; ILA 3.2; InTASC 4, 5). The theme of assessment is explored through identifying, using, and creating multiple methods of assessing and addressing children's literacy efforts (KTS 5, ILA 1.3, 3.2, 3.3; InTASC 1, 2, 3, 4, 5, 6) The themes of diversity and closing the achievement gap are addressed through **course assignments** and discussing assessment strategies for ESL and ESL gifted learners, economically disadvantaged learners, and struggling readers (KTS: 5, 6; ILA 3.2, 3.3, 3.4, 4.1; InTASC 6, 7, 8).

#### IV. CONTENT OUTLINE:

- A. Why do we assess? Creating the context and goals for assessing reading and writing, listening, and speaking
- B. Assessment strategies and tools for determining each child's reading, writing, listening, and speaking needs and abilities
- C. An intervention strategy guide for linking assessment findings for each student to the teaching strategies that can help them grow and succeed as readers and writers
- D. Highly effective teaching strategies to help students meet the Common Core Standards
- E. Special strategies for English Language Learners (ELL, ESL, gifted ESL, and bilingual).
- F. Accommodations for students with special needs
- G. Phonemic awareness and alphabetic principle
- H. Phonics and decoding skills
- I. Teaching and assessing vocabulary development
- J. Cooperative and collaborative strategies to increase student motivation
- K. Making school-family connections
- L. Observing for reading, writing, listening, and speaking strategies, independence, metacognitive awareness, level of reading and writing acquisition
- M. Observing reading: The Reading Miscue Analysis and the Running Records. Semantic, syntactic, graphophonics, and pragmatic cues
- N. The role of literacy assessment in Response to Intervention (RTI)
- O. The Role of the Literacy Specialist/Coach in literacy assessment.

## **V. INSTRUCTIONAL ACTIVITIES:**

Instructional methods will be a mixture of instructor presentation, field experiences, group discussion, problem solving, collaborative group work, independent readings and both group and independent assignments, and reflection.

1. The candidates will design an assessment and intervention plan that will guide the use of a variety of assessment procedures in the elementary, middle, and secondary classrooms. They will utilize assessment data from literacy assessments to design an instructional improvement plan and to provide literacy instruction to elementary, middle, and secondary students.
2. The candidates will review the current research on ESL literacy and gifted ESL methods and reflect on personal practice.
3. The candidates will complete a report indicating the dates/times of observation, interaction, intervention, and coaching. In addition, candidates will keep a log of instructional and assessment activities that they observe, implement, or demonstrate and reflect on their effectiveness to impact elementary, middle, and secondary student learning and mentee learning.
4. The candidates will assess and analyze students' writing samples.
5. The candidates will respond to Discussion Board.

## **VI. FIELD, CLINICAL, & LABORATORY EXPERIENCES:**

None. Student will be expected to apply various assessment methods in the classroom or other educational settings.

## **VII. TEXT (S) & RESOURCES:**

- Reutzel R. D. & Cooter B. R. (2013). *Strategies for Reading Assessment and Instruction* Merrill Prentice Hall, New Jersey
- Vogt, M. & Shearer, B.A. (2011). *Reading Specialists and Literacy Coaches in the Real World* (3<sup>rd</sup> ed.). New York: Pearson

### **College LiveText-EDU Solutions Student Membership**

A large number of texts about reading and writing instruction, as well as journals such as *The Reading Teacher* and *Language Arts*, are available at Waterfield Library and College of Education and Human Services Curriculum Resource Center. In addition, a number of readings will be made available online, and many more are available via electronic databases available through Waterfield library. All students are expected to use these resources.

## **VIII. EVALUATIONS & GRADING PROCEDURES:**

The key signature assessments for this course are the Literacy and ESL Methods, Coaching Planning Conference, and Process of the Coaching Experience.

Literacy and ESL Methods	10 points
Coaching Project	
<b>Part I</b>	
Planning Conference	15 points
<b>Part II</b>	
Process of the Coaching Experience	15 points
Student's writing samples	10 points
Reading Assessment	10 points
Discussion Board	40 points
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Total	100 points

**Grading scale:** The 7-point grading scale is as follows: (A) 93-100 (B) 86-92 (C) 79-85 (D) 72-78 (E) 69 and below!

**Details about each assignment, criteria for grading, and due dates are included on Canvas and in the course schedule and assignment handouts. No assignments will be accepted more than one class meeting late. Late assignments will be penalized by one letter grade. No extra credit assignments will be given.**

**Technical Writing:**

All written assignments will be assessed on the basis of three major areas:

**MECHANICS:** This includes appropriate subject/verb agreement, verb usage, sentence structure, quotes, use of **APA** style, and appropriate use of punctuation.

**CONTENT:** Such examples include accuracy in the written assignment, addressing the problem correctly, use of correct terminology and theory, and correct documentation.

**STYLE:** This involves clarity of the material, the format for the writing piece, and the appropriate introductions/summary information.

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are

obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be

suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY STATEMENT:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).