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 assessment strategies to facilitate learning; make language learners aware of their own strengths and needs as readers and writers; and enhance teacher and curriculum development. Assessment strategies include authentic assessment techniques, miscue analysis, and KIRIS testing. Prerequisite: REA 612.

III. COURSE OBJECTIVES:

Following each objective are numbers that reference the Kentucky Teacher Standards and the International Reading Association Standards for Reading Professionals (2010). These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of highly Effective Teaching and Learning (CHETL), Assessment Literacy, and International Reading Association guidelines. As a result of participation in this course, participants will be able to

A. understand types of assessments and their purposes, strengths, and limitations (KTS 5; IRA 3.1);
B. select, develop, administer, and interpret assessments, including performance assessments, both traditional print and online, for specific purposes (KTS 5; IRA 3.2);
C. use assessment information to plan and evaluate instruction to help students meet the Common Core Standards (KTS 5; IRA 3.3);
D. communicate assessment results and implications to a variety of audiences (KTS 5; IRA 3.4);
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; IRA 3.2, 3.3, 3.4, 4.1);
F. explain the Kentucky Code of Ethics, particularly how it relates to the principles of assessment. (IRA 1.3);
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, IRA 3.2, 3.3);
H. demonstrate knowledge of the role of Reading Specialists and Literacy Coaches in literacy assessment (KTS 10; IRA 6.3).

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course by urging teachers to reflect on how to integrate current theory about teaching language arts into their existing classroom curriculum. The COE emphasis on constructivism is addressed when discussing literacy development through active involvement in authentic learning experiences. The COE student dispositions are formally assessed during evaluation of students’ reading miscue analysis, family survey, and running records assessments.

The theme of Literacy/Reading is stressed throughout every course activity as students learn how to facilitate elementary children’s literacy development. The theme of assessment is explored through identifying, using, and creating multiple methods of assessing and addressing children’s literacy efforts.
The themes of diversity and closing the achievement gap are addressed through reading and discussing diverse learners and struggling readers.

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, bilingual).
F. Accommodations for students with special needs.
G. Making school-family connections.
H. Observing for reading, writing, listening, and speaking strategies, independence, metacognitive awareness, level of reading and writing acquisition.
J. The role of literacy assessment in Response to Intervention (RTI).
K. 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. The model of the reflective decision-maker as the foundation of teacher development, including learning techniques for reflection and self-improvement will be emphasized in all aspects of the course and assignments.

VI. FIELD, CLINICAL, & LABORATORY EXPERIENCES:

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

VII. TEXT (S) & RESOURCES:


Livetext

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’s 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:

A. Course requirements:
1. The candidates will design an assessment and intervention plan that will guide the timing and 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 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 weekly 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.

B. Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Assessment</td>
<td>10</td>
</tr>
<tr>
<td>Coaching Project</td>
<td>30</td>
</tr>
<tr>
<td>Student’s writing samples</td>
<td>10</td>
</tr>
<tr>
<td>Literacy/ ESL and Gifted ESL Methods</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>40</td>
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</tbody>
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Total 100 points

Grading Scale: A = 90-100; B = 89-80; C = 79-70; D = 69-60; E = Below 60

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:

This course adheres to the policy published in the MSU Graduate 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:**

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 Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

XII.  FLAG SYSTEM/CONTINUOUS ASSESSMENT

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional behavior/dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to TES and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission.