COURSE SYLLABUS

Department of Early Childhood & Elementary Education

I. REA 628: Literacy Assessment Credit Hours: 3

II. Course Description: Designed to enable classroom teacher 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 and writers, 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, and portfolio development.

III. Purpose: The purpose of REA 628 is to provide practicing teachers and/or reading specialists with an opportunity to acquire and integrate knowledge about current trends in assessment, authentic assessment techniques, materials, and methods; to incorporate technology to keep systematic and appropriate records to document observations and assessments of all students; to refine and apply this knowledge in their own classrooms; and to reflect upon and evaluate their own learning.

IV. Course Objectives: The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards Advanced Level Performance. As a result of participation in this course, student will:

A. Compare and contrast traditional methods of testing and evaluation with authentic assessment (KTS: 1, 2, 3, 5; IRA 3).

B. Analyze the philosophical base for authentic assessment from the perspective of the Kentucky Education Reform Act (KTS: 1, 2, 3, 5).

C. Describe authentic assessment as called for by the Interim regulation (703 KAR 4:040) and as described in the Critical Attributes of Kentucky’s Primary program (KTS: 1, 2, 3, 4, 5).

D. Explain the primary classroom teacher’s responsibilities in the area of assessment as specified by the Kentucky Teachers Standards, the Critical
Attributes of the Primary Program, and the Interim Regulation (703 KAR 4:040) (KTS: 2, 5, 7, 9).

E. Use a variety of forms of authentic assessment of literacy development including interviews, observations, anecdotal records, student products/performances, portfolios, student self-reflection, observational checklists, DIBELS, AIMSWEBS, TPRO, DRA, Response to Intervention (RTI), running records, and miscue analysis (KTS: 5; IRA 3.1, 2.3, 5).

F. Explain the purposes of reading and writing assessment as described by the International Reading Association’s Resolutions on Literacy Assessment (KTS: 1, 2, 3, 4, 5, 7, 8).

G. Explain guiding principles of literacy assessment (KTS: 1, 2, and 5).

H. Explain the standards for the assessment of reading and writing as described by the IRA/NCTE Joint Task Force on Assessment (1994) (KTS: 1, 2, 3, 4, 5).

I. 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 3.1, 3.3).

J. Write instructional recommendations based on information obtained from various forms of literacy assessment (KTS: 5, 7, 9, IRA 3.3, 3.4).

K. Use effective interpersonal communication skills in order to contribute to group work during cooperative learning tasks (KTS: 1-10, IRA 1-5).

L. Explain the Kentucky Code of Ethics, particularly how it relates to the principles of assessment.

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 DIBELS 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.

V. Content Outline:

A. Traditional vs. non-traditional approaches to assessment; the definition of and rational for authentic assessment; assessment of diverse learners
B. KERA and assessment: the Critical Attributes of Primary Program, the Interim Regulation and the Kentucky Teacher Standards
C. Current thinking about assessment: the IRA/NCTE Standards; principles and purposes of literacy assessment
D. Change of views of learning and assessment
E. No child left behind: Comprehensive reading instruction
F. Classroom reading assessment
G. Oral language assessment and development
H. Why do we assess? Creating the context and goals for assessing reading and writing. Assessment strategies and tools for determining each child’s reading needs and abilities
I. An intervention strategy guide for linking assessment findings for each student to the teaching strategies that can help them grow and succeed as readers
J. Highly effective teaching strategies from the research on comprehensive reading instruction in such areas as alphabetic (i.e., phonemic awareness, alphabetic principle, phonics), comprehension and fluency
K. Special strategies for English Language Learners (ELL, ESL, bilingual).
L. Accommodations for students with special needs
M. Observing for reading strategies, independence, metacognitive awareness, level of reading acquisition
N. Observing reading: The Reading Miscue Analysis, The Running Records, DIBELS, AIMSWEB, TPRO, DRA, and Comprehension
O. Response to Intervention (RTI): diagnosis of Learning Disabilities, one or more research-validated interventions
P. Explain the Kentucky Code of Ethics, particularly how it relates to the principles of assessment.

VI. 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. 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.

Students will be responsible for reading material contained in the text. Students will think consciously and deliberately about their own thinking. A variety of
activities will be used to enhance the students' metacognition. Using students' own reflections, students learning will be enhanced by the integration of higher-order thinking.

Students will complete daily assignments and participate in discussions and activities. Participation includes active listening and contributing to discussions. Student-initiated activities include preparation for and participation in class lectures, discussions, and cooperative activities related to course goals and objectives, including: (a) reading assigned materials and identifying pertinent questions and concerns; (b) participating in discussions and cooperative activities; (c) performing successfully on exams and written assignments; (d) conducting research to learn more about the context for assessing reading and writing.

**Acquisition, integration, extension, refinement of knowledge:**
- Maintain Blackboard site;
- Continuous assessment through observations, graded assignments, examinations and on-demand tasks.

**Application, reflection, professionalism:** The student will

1. Implement assessment activities using an appropriately chosen subject;
2. Respond to and reflect on assigned readings;
3. Write instructional recommendations;
4. Conduct a family survey to develop a clear understanding of a child’s developmental continuum and to identify his/her reading proficiency and difficulties;
5. Respond to Discussion Board;
6. Completion of a classroom reading assessment. Analyze Assessment findings.

**VII. Field and Clinical Experiences:**

Student will be expected to apply various assessment methods in classroom or other educational settings.

**VIII. Resources:**

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.
IX. Grading:
A. Course requirements:
   1. Completion of a classroom reading assessment. Analyze assessment findings.
   2. Conducting a family survey. Develop a reliable profile of a child’s reading developmental continuum, proficiency and difficulties.
   3. Responding to Discussion Board.

B. Evaluation:
   Assessment Projects
   - Reading Assessment 40 points
   - Discussion Board 40 points
   - Family Survey 20 Points

   Total 100 points

Percentage 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:

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

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

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

X. Attendance Policy:
This course adheres to the policy published in the MSU Graduate Bulletin.

XI. Academic Honesty: (adopted by Board of Regents, February 14, 1975)
Cheating, plagiarism (submitting another person's material as one's own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other
sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or the presentation of unacknowledged material as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

Plagiarism, as defined in the American Psychological Association Publication Manual, 4th ed. (1994). The ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they discover errors in their publications (research and term papers); they are also expected to give credit to others for their prior work when it is quoted or paraphrased.

The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words (p. 294).

In the event that plagiarism is evident, no points will be awarded for the written assignment.

Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

**XII. Required Texts:**


The Livetext

Blackboard

**XIII. Prerequisite:** REA 612

**XIV. 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).
Assignment 1: Classroom Applications: (KTS 1-10, IRA 1-5, Kentucky Code of Ethics)

Administer DIBELS or AIMSWEB or TPRO in your classroom. Discuss insights you have gained from using this test. How would you apply these insights in selecting appropriate strategies for teaching phonemic awareness? How do you teach a 3-5 minute phonemic awareness lesson focused on phoneme blending, segmenting, or manipulation? What families can do to develop children’s early reading? What strategies can parents use to help their children phonics skills?

OR

Assignment 1: Classroom Applications: (KTS 1-10, IRA 1-5 Kentucky Code of Ethics)

Choose a student at the age/grade level in which you are interested to work with. Administer the running record assessment and write a report. As your student reads each sentence of a text, you mark whether the sentence makes sense as the student finally left it. You make judgments based on performance about the student’s strategies for constructing meaning. What do you learn? What does his/her comprehension score tell you? How do you make judgment about the sense- making strategies? What strategy is he/she using effectively? What strategy is he/she using ineffectively? How do you analyze his/her comprehension strengths and weaknesses? What are the implications for instruction? Analyze your findings using MSV (Meaning, structure, visual) analysis. Determine whether your student uses three primary cueing strategies when he/she encounters a new word and a miscue occurs. What percent of the sentences read by the children make sense? In what ways is the child striving for meaning? Make judgments based on performance about the student’s strategies for constructing meaning. What did you learn? How do you make judgment about the sense- making strategies? How do you analyze his/her comprehension strengths and weaknesses? How do effective teachers assess word identifications? How can teachers effectively assess a student’s vocabulary knowledge? What are examples of research-proven strategies used in vocabulary instruction? What can be done to assist a student with special needs in vocabulary learning? Discuss your findings.

Assignment 1 Analysis Rubrics
- Demographic information
• Examines the nature, characteristics, and effects of verbal feedback during reading instruction
• Uses miscue analysis to understand the reading process
• Analyzes the oral reading and miscues
• Uses a specific code to record actual reading
• Provides feedback to reading miscues
• Guided oral reading and miscues focused verbal feedback
• Uses comprehension and story retelling as a strategy to boost kid’s understanding
• Makes judgment about the sense-making strategies
• Analyzes his/her comprehension strengths and weaknesses

Assignment 2 / Discussion Board (KTS 1-10, IRA 1-5 Kentucky Code of Ethics)

Due Date: January/ Monthly discussions are part of your grade in this course.

Discussion Board/ January

Read the following in the textbook: Respond to Discussion Question One Posted to the Discussion Board section of Blackboard.

Chapter 1: No Child Left Behind: Comprehensive Reading Instruction
Chapter 2: Classroom Reading Assessment
Chapter 3: Understanding Reading Instruction
Chapter 4: Organizing for Effective Comprehensive Reading Instruction
Chapter 5: Oral Language Assessment and Development

Discussion Question 1

What do you believe are the purposes of literacy assessment? What are the principles of effective classroom reading assessment? Write a learning log entry in which you reflect on what you see as the potential value of assessment to you as a teacher.

Why does shared reading provide such a valuable context for working with words? How shared reading can be used to teach and reinforce literacy skills and strategies? What is guided reading? Why should you include guided reading in your balanced literacy program? What types of follow-up activity ideas have you used successfully across a variety of texts?

What is a Running Record? Name five reading assessment strategies that can be used to inform instruction.
Due Date: February. Monthly discussions are part of your grade in this course.

Discussion Board/ February

Discussion Question 2

Review RTI on the course website and in the Course Documents section of the Blackboard. Respond to Discussion Question Two posted to the Discussion Board section of Blackboard.

Response to Intervention

What is Response to Intervention (RTI)? How will these new practices affect struggling children who have not yet been identified with specific learning disabilities? How will this affect the millions of children who have been identified with specific learning disabilities and who are receiving special education services? To implement RTI effectively, schools must develop a specialized set of tools and competencies, including a structured format for problem-solving, knowledge of a range of scientifically based interventions that address common reasons for school failure, and the ability to use various methods of assessment to monitor student progress in academic and behavioral areas. How do schools put RTI into practice?

Due Date: March. Monthly discussions are part of your grade in this course.

Discussion Board/March

Discussion Question 3

Read the following in the text book: Respond to Discussion Question Three posted to the Discussion Board section of Blackboard.

Chapter 6: Concepts about Print
Chapter 7: Phonemic Awareness and Alphabetic Principle
Chapter 8: Phonics and Word Attack Skills
Chapter 9: Teaching and Assessing Vocabulary Development
Chapter 10: Reading Comprehensions: Focus on the Reader

What are the characteristics of effective comprehension instruction? What are effective reading comprehension strategies we should teach? What are some strategies for knowledge and experience-based comprehension instruction?
How does a focus on rimes (word families) strengthen children’s decoding and spelling skills? Does instruction in phonemic awareness help children succeed in reading?

Does phonics instruction improve reading achievement? How do effective teachers assess students’ letter and word identification strategies? How can teachers effectively assess students’ vocabulary knowledge?

**Due Date: April. Monthly discussions are part of your grade in this course.**

**Discussion Board/April**

**Writing and Reading**

Describe resources that are available to teachers for teaching writing at your school. Complete a summary chart (it can take any form) showing specific materials of any type (i.e. books, non-print materials, computer related, etc.) available to supplement your writing curriculum. You should search for the following resources that may be available at your school: resources available in your school library, graphic organizers resources, and resources to help student with their written retellings about new subject related information. Your task is to develop “real world classroom examples” to illustrate proven assessment and teaching writing strategies. Select four writing assessments and writing strategies for your discussions.

**Assignment 3 (KTS 1-10, IRA 3.1, 3.2, 3.3, 3.4, Kentucky Code of Ethics)**

**Family Survey**

The purpose of the family survey is to develop a clear understanding of a child’s reading development. Conduct a family survey with your chosen or selected child. Send a brief questionnaire (attached) to the child’s parents or primary caregivers. **Write a summary of the information gained.** Combine the family survey response with other assessment evidence from the classroom to develop a reliable profile of the child’s reading ability. Where the child is in his reading development? What can he/she do alone in reading? What are some of his/her favorite books? Which reading skills he/she should learn next with your assistance? What will be appropriate next steps in instruction?

**Family Survey Rubrics**

- Grammar and mechanics (Points may be deducted)
- Depth of thought
- Demographic information
- Test scores and informal records to measure student achievement
• Interpretation and analysis of these data
• Interpretation of literary interests
• All aspects of reader’s experiences, including habits that arise from school and home
• Analysis of reader’s reading and teacher observation
• Applies knowledge of learning principles to analyze the reader ability to use language
• Analyzes areas of strengths and areas that need improvement
• Plans instructions to meet the reader’s needs
• Introduces parents to the reading materials used in the school
• Describes the reading experiences and skills being emphasized
• General suggestions to offer parents for helping their children enjoy reading
• Survey addresses all questions

Family Survey (Questionnaire)

Dear Adult Family Member:

I would like to know a little more about your child’s reading habits at home. This information will help me provide the best possible learning plan for your child this year. Please take a few minutes to answer the questions below and return this survey in the self-addressed stamped envelop provided. Should you have any questions, feel free to call me at the school between 3.00 and 5.00 p.m.

Cordially,

________________________

1. My child likes to read the following at least once a week (Check all that apply):

Comic books __________________ Sports page __________________

Magazine __________________ Library books __________________

Cereal boxes __________________ Cooking recipes __________________

TV guide __________________ Others (Please name)____________________

2. Have you noticed your child having any reading problems? If so, please explain briefly.
3. What are some of your child’s favorite books?

4. If you would like a conference to discuss your child’s reading ability, please indicate which days and time (after school) would be most convenient?

For MA in Reading & Writing

IRA Standards
http://www.reading.org/pdf/standards03%20_finaldraft.pdf

Conceptual Framework
http://coekate.murraystate.edu/ncate/st/cf/conceptual_framework.htm

Reading and Writing Program Portfolio
http://coekate.murraystate.edu/graduate/reading/