



Kremen School of Education and Human Development

SYLLABUS FOR ASSESSMENT & DEVELOPMENT OF READING ABILITIES (LEE 224)	
Fall 2013	California State University, Fresno
Course Information	Instructor Name
3 Units	Office Number
Time	E-Mail
Location	Telephone
Website: https://bbl-app.learn.fresnostate.edu	Office Hours

Introduction and Course Description

Catalog Description:

Analysis of reading performance utilizing portfolio and performance based assessments and diagnostic instruments. Consideration of methods and materials for instruction.

Course Description:

This course is designed to provide classroom teachers and reading specialists with an understanding of the general and specific concepts related to reading assessment, as well as an understanding of how to conduct in-depth reading diagnoses, develop reading strengths, and address reading weaknesses. Students will learn to administer and interpret formal, informal, and curriculum embedded assessment measures. Students will reflect upon the theory they are reading and discussing regarding assessment procedures and then use various tools in practical applications. As a culminating experience, students will conduct an in-depth reading diagnosis of an individual student at a preK-12 school site who is experiencing reading difficulty, and consider the implications of the results to recommend classroom instruction and clinical interventions. Reports will be presented to classroom teachers, principals, and parents.

Prerequisites

Students are required to be accepted in the Masters in Education with an option in Literacy Instruction.

Required Textbooks and Materials

PreK-1st: Clay, M. C. (2002). *An observation survey of early literacy achievement*. 2nd ed. Portsmouth, NH: Heinemann. (**Sand & Stone assessment books also required**)

4th-Adult: Woods, M. L., & Moe, A. J. (2007). *Analytical Reading Inventory*. 8th ed. Columbus, OH: Merrill

Course Goals and Primary Learning Outcomes

Course Goals:

The goals of this course are to prepare students to be knowledgeable about literacy development and instructional practices through the study of theoretical perspectives and scientific research on literacy processes and language development. In addition, this course aims to prepare students with the capacity to plan, implement, evaluate and modify literacy instruction to meet the needs of P-12 students, including struggling readers, special education students and English Learners.

To achieve these goals, students will:

1. Learn about the reliability, validity, advantages and limitations of informal, curriculum-embedded, norm-referenced, and criterion-based assessments;
2. Administer, interpret, and critique a variety of informal, curriculum-embedded, norm-referenced, and criterion-based assessment instruments;
3. Learn how to select, administer and interpret assessment instruments that measure oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and literacy dispositions;
4. Learn how to align instructional strategies, materials, and intervention programs with assessment results;
5. Learn how to design and develop instructional activities at a school site which support oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and positive literacy dispositions;

Primary Learning Outcomes:

Students will be able to:

1. Use student assessment results and scientific research to design differentiated instructional strategies for struggling readers, special education students and culturally and linguistically diverse students' identified needs in oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and literacy dispositions; and

- Analyze student development levels for oral language, word analysis, fluency, vocabulary, listening and reading comprehension, written language, and literacy dispositions, and prepare a report appropriate for distribution to parents, teachers, and administrators that details plan of appropriate literacy instruction.

Examinations and Major Assignments

Assignment and Examination Schedule

Date	Assignment	Points	Percentage of Grade
	Older Reader/Early Reader Assessment Projects	200	40%
	Instructional Strategy Report/Presentation	100	20%
	Discussion Forums	100	20%
	Case Study Report	100	20%

Discussion Reflections (100 points)

A major course requirement is active participation through discussion board posts. When assigned, students are expected to make 1 original post about discussion questions posed and respond to at least 2 classmate postings. The professor will comment on the quality of student posts and give a score out of 20 points for each forum based on the following: 1) original thoughts that integrate the text and your own ideas, 2) in depth examination of the issue, 3) significant, and 4) ideas which reflect various parts of the reading as well as the student's connections with practice, personal thoughts, and experiences (see attached rubric).

Reader Assessment Project (100 points each)

You will select one struggling reader identified as an English Learner, administer assessments, analyze the results of the assessments, and then construct a report on the reader's strengths and weaknesses.

Grades 4-Adult: Older Reader Project.

Administer the *Analytical Reading Inventory* (Woods & Moe) to ONE student, who has been identified as having reading difficulty. Fully analyze results of the *ARI*, then complete and submit a report appropriate for distribution to administrators and parents that summarizes and interprets the student's reading strengths and weaknesses. (See attached rubric)

Grades PK-1: Early Reader Project.

Administer the 6 tasks of *An Observation Survey of Early Literacy Achievement* (Clay) a dictated story assessment, a comprehension assessment, and a phonemic awareness assessment to ONE student, who has been identified as having reading difficulty. Analyze assessments and submit a written summary appropriate for distribution to administrators and parents about each student's strengths and needs. (See attached rubric)

Instructional Strategy Report & Presentation (100 points)

Each student will analyze and synthesize current research on instructional strategies used to support struggling readers. Students will read 3 separate research articles that address a particular strategy (e.g., SQ3R, 6-Trait Writing, Reciprocal Teaching) or a particular area of literacy (e.g., Motivation, Phonics, Comprehension). The report will consist of a summary and critique for each article, followed by a final synthesis of the research, which summarizes the articles together and offers critiques and implications for how the strategies can be used to address specific standards from the *California Preschool Learning Foundations and Frameworks* (Volume 1) and/or the *California Common Core Standards*. Include references in APA format. The second part of this assignment involves presenting the information to colleagues. Students will design a 10-15 min. presentation, in which you report your findings and engage your colleagues in an interactive model/demonstration. (see attached rubric; each part 50 points)

Case Study Report (100 points)

Select 1 student from the Reader Assessment Projects. Devise a plan of intervention for the student based upon the assessment results obtained. You will provide 2 strategies for each area of need, making sure to explain the clear connection between your analysis of assessment results and your instructional recommendations. Each recommendation will need to be supported by research evidence and be consistent with a balanced, comprehensive program of reading and literacy instruction. The research should be cited using APA format, and a reference list should be included at the end of the report. This is a professional report that will be submitted to the classroom teacher, principal, and parents. (See attached rubric)

Grading

Grades, including a running total, will be posted on Blackboard so you can monitor your progress. Final grades will be determined according to the following scale: 90% (450 points) or better = A, 80-89% (400-449 points) = B, 70-79% (350-399 points) = C, 60-69% (300-349 points) = D, 59% (299 points) or below = F.

(See the rubrics in the syllabus for further clarification on grading)

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues

Work Submission Policy: All documents submitted via Blackboard must be saved as .doc, .docx, .pdf, .txt, or .rtf files for the work to be accepted. It is the student's responsibility to verify the submission of any document via Blackboard by clicking on the "!" symbol or

“View/Complete Assignment” link in the grade book to ensure that the correct document was submitted. Late assignments may not be accepted. I encourage students to contact me if you have concerns about the course or particular assignments. Please do not hesitate to inform me of extreme emergencies.

Study Expectations: In this hybrid course you will be provided opportunities to interact with others both in class and via Internet technology (i.e., *Blackboard, Collaborate, Discussion Forums, Videos, VoiceThread, and Podcasts*). As a hybrid course, some assignments will require participation in class sessions, and other modules will require students to work outside of the classroom. You should expect to spend at least 6-8 hours a week working on this course. It is expected that you check announcements and the Blackboard web site at least 3 times a week.

University Policies

For information on the University's Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright, and the university computer requirement, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations) at the following link:

http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students

and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Tentative Course Schedule

Tentative Course Schedule

Date	Topic	Assignment
1	Course Orientation	Read Syllabus
2	Response-to-Intervention (RTI)	Allington (2008) RTI Research; Shanahan (2008) RTI & Reading Coach Use RTI Checklist to Evaluate School Program
3	Principles of Literacy Assessment	Johnston & Costello (2005); Kalantzis, Cope & Harvey (2003)- 21 st Century Literacy Assessment
4	Analytic Reading Inventory	Woods & Moe (ARI)
5	Adolescent Literacy, Digital Literacies & Literacy Motivation through Print Rich Environments	Alvermann (2001); Moje (2008); Gambrell (1996); Wigfield & Guthrie (1997)
6	Linking Comprehension, Vocabulary, & Fluency	Applegate (2007); Mckenna (2006);
7	Analyzing ARI Results	Bring ARI Data
8	Comprehension & Vocabulary Instruction/Intervention	Bromley (2007); Yopp (2007); Pearson & Duke (2002); Dooley (2011)
9	Early Literacy: Environmental Print, Concepts About Print, Phonemic Awareness, Oral Language	Clay (2002); CIERA (1999)-Oral Language/Reading
10	Early Literacy: Phonological Knowledge & Print Skills; Running Records	Clay (2002)
11	Analyzing Early Literacy Assessments	Bring Early Reader Assessment Data
12	Early Literacy Instruction/Intervention	Rasinski (2004); Parris & Parris (2003); Gill (2006)
13	Writing Assessment & Instruction	Knipper & Duggan (2006); Pauquette (2009); Coker & Lewis (2008)
14	CA Common Core & Assessment Analysis; Case Study Workshops	CDE CA Common Core Standards; Bring Case Study Data
15	Case Presentations	Case Study DUE

Rubrics

Discussion Board Posts

Discussion Board	Points
Examples and sources of information draw from readings, lectures, web links, and teaching experiences	1 2 3 4 5
Originality & Depth of thought (not “I agree” but why you hold an opinion, what you see wrong with the point mentioned)	1 2 3 4 5
Timeliness of your posts (not last minute) and response to others	1...10
Total	/20

Scoring Standards for the Older Reader Project

Required Elements	Point Range
I. RESULTS & ANALYSIS	50
A. Word lists (Scores & Analysis of patterns) (10)	
B. Narrative Passages—Oral/Silent/Listening	
1. <i>Quantitative Analysis</i> (10) (Levels, # Miscues, # Comprehension errors)	
2. <i>Qualitative Analysis</i> (10) (Prior Knowledge/Predictions, Miscue Analysis, Fluency, Retelling, Types of Comprehension errors)	
C. Expository Passages—Science/Social Studies	
1. <i>Quantitative Analysis</i> (10) (Levels, # Miscues, # Comprehension errors)	
2. <i>Qualitative Analysis</i> (10) (Prior Knowledge/Predictions, Miscue Analysis, Fluency, Retelling, Types of Comprehension errors)	
II. SUMMARY	50
A. Strengths (25)	
B. Weaknesses (25)	
	Total: _____/100

Scoring Standards for the Early Reader Project

Required Elements	Point Range
I. RESULTS & ANALYSIS (For both students 25pt. each)	50
A. Dictated Story	
B. Concepts About Print	
C. Letter Identification	
D. Word Reading	
E. Running Record	
F. Writing Vocabulary	
G. Hearing/Recording Sounds	
H. Phonemic Awareness	
IV. SUMMARY (For both students 25 pts. each)	50
A. Strengths	
B. Weaknesses	
	Total: _____/100

Scoring Rubric Instructional Strategy Report/Presentation

Required Elements	Points
<i>Report</i>	
Includes at least 3 references	5
Summary/Critique of Articles; Summarizes research questions/sample/methods/findings; Critiques (strengths/weaknesses) of research procedures/design	15
Synthesis of Literature; Cohesive link of all articles; cohesive critique	20
APA Format/References	5
Writing Mechanics	5
<i>Presentation</i>	
Synthesized research clearly; individual studies presented; connections across findings presented	20
Demonstration/Model; Accurately presents interventions found in the literature; Links components to findings	20
Audience; Engaged audience in participation; Demonstration will be immediately useful in practice. Report appropriate for distribution to administrators and parents.	10
Total	100

Instructions for the Case Study Assignment

The purpose of this assignment is to give you experience and knowledge in the area of in-depth assessment and diagnosis of struggling readers. Administer assessments, analyze the assessments, and recommend intervention strategies to support the student's literacy development. Clearly link your Instructional Recommendations to the assessment results.

Scoring Standards for the Case Study

<u>Required Elements</u>	<u>Point Range</u>
INSTRUCTIONAL RECOMMENDATIONS	75
Provide 2 intervention strategies for each area of need. One strategy must clearly link with 21 st Century literacy skills. Be sure to explain the clear connection between your analysis of assessment results and your instructional recommendations. WHY IT WILL HELP! You will need to support EACH recommendation with research evidence ensure all recommendations are consistent with a balanced, comprehensive program of reading and literacy instruction. CITE references using APA format!	
Writing Mechanics/APA format/Reference List	25
It is very important that your case study is professional looking to be credible. Your case study should be neatly typed, proofread and spell checked without page covers.	
	Total: ___/100