**EDRE 4850: ASSESSMENT AND EVALUATION OF READING**

**INSTRUCTOR:** Dr. Angela Randall

**OFFICE:** 204 H

**EMAIL ADDRESS:** angela.randall@unt.edu

**OFFICE HOURS:** Tuesday 10-12:00 and 2:00-3:00 Thursday 10:00 -12:00 and 2:00-3:00 or by appointment

**CLASS MEETING/SECTIONS:**

EDRE 4850 12:30-1:50 T/TH Matthew Hall RM 114

**REQUIRED TEXTS**

DeVries, B. A. (2015) 4th Edition. *Literacy assessment and intervention for classroom teachers*. Scottsdale, AZ: Holcomb Hathaway Publishers.

Johns, J. L. (2012). *Basic Reading Inventory* (12th ed.). Dubuque, IA: Kendall Hunt Publishing. (**This is a big book with a CD in the back and a small spiral book)**

Texas Essential Knowledge and Skills for English Language Arts and Reading (available at [www.tea.state.tx.us](http://www.tea.state.tx.us)).

**CANVAS:** This class uses Canvas. Assessments and important information for class will be found here.

**E-mail:** email me from your UNT email account to this address [angela.randall@unt.edu](mailto:angela.randall@unt.edu)

Always use your UNT email and not google etc.

**CATALOG COURSE DESCRIPTION**:

Examines 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 equivalent.

**PURPOSE AND RATIONALE:**

Given the current controversies about effective literacy instruction and teacher accountability, it is imperative that pre-service teachers understand their responsibility to be able to properly assess and evaluate students’ reading and writing competencies. Classroom teachers are expected to administer and interpret evaluation tools. In addition, they are expected to use the collected data to customize instruction to facilitate student progress. Despite concern about these issues in public and professional circles, there is a great deal of research-based information and myriad instruments that enable educators to assess and evaluate student’s literacy behaviors. This course will enable students to increase their awareness and understanding of informal and formal assessment and evaluation measures and to explore ways to incorporate this knowledge into their developing professional repertoires.

**Student Services:**

**Food/Housing Insecurity:**Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://deanofstudents.unt.edu/resources/food-pantry>

**Title IX Services:** Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs: <http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648.

**University Mental Health Services:** I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

**Attendance/Participation Policy**: Class participation is very important to your grade and to me, so that means coming to class. You are going to be professionals in the work place and you cannot miss work and still have a job. I have attached 100 points of your grade with class attendance, because to participate means you must be in attendance. To encourage attendance, I will have an end of the year door prize for PERFECT attendance to include NO excused absences. Everybody with 0 absences to include no excused absences will receive a book but there will be a drawing for 4 door prizes.

**0 absences with no excused absences = 100/100 points** YOU WILL BE IN THE DRAWING FOR THE DOOR PRIZE

**0 absences = 100/100 points** YOU WILL RECEIVE A FREE BOOK

**1 absence = 90/100 points**

**2 absences = 50/100 points**

**3 absences = 0/100 points** and will require an office visit and possible failure of the class.

**4 absences = automatic failure of the class**.

**Excused Absences:** These are decided by the instructor and they are for extreme cases, not for things like weddings, dentists and eye appointments, etc. **Documentation:** All excused absences will require documentation with **ONE** week of the missed class. Without this documentation, the excused absence will be counted as unexcused. You are only allowed up to 2 excused absences. After that they will count as an absence. Please do not give me a note during the last week for a class you may have missed earlier in the semester.

**Attendance Required**: You will see some days in the syllabus where it says attendance required. If you are absent on one of these days without a very good excuse, it will count as a double absence.

**Lab Days:** There are 3 lab days built into your syllabus. These are not free days. They count just like a regular classroom day.

**Tardy:** Being tardy is part of attendance. I consider you tardy when I call roll and you are not there. 4 tardies equal 1 absence and so on.

**Missing Class:** If you miss class you are responsible for getting all information discussed from another classmate. It is your responsibility not the teacher’s responsibility to make you aware of what you missed.

**Late Work Policy:** Assignments must be completed **prior to coming to class** and turned in **ON TIME** to receive full credit unless other arrangements have been made with the instructor **PRIOR TO** the due date. Late assignments will result in a loss of points. Please note that a grade of "A" cannot be earned for the course if any assignment remains un-submitted at the end of the semester. Late work that is not turned in on time may only be worth up to ½ credit and must be turned in within a week. Late work that is not turned in by this time frame will be a zero. However, many of the assignments must still be done to do the final project so even if you score a zero it is still required for the final project.

**Course Assignments**:

**Student Literacy Profile (SLP)**: Students will identify a child in 1st, 2nd, 3rd, 4th, 5th or 6th grade to work with for your assessment sessions. **You will need to find your own student to work with as we do not place you with a student for this class.** During these sessions, students will administer a variety of assessments and evaluation tools. Students will summarize their assessment sessions, interpret the collected data, and develop instructional recommendations. Evidence of these tasks will be assembled into the Student Literacy Profile (SLP). More specific guidelines will be presented in class.

**Assessments**: There are around 10 assessments you will be doing with your student: Personal Interest Survey, Personal Interest Assessment, Reading Attitude Survey, Word List Survey, Narrative Grade Level Passages, Expository Grade Level Passages, Print Concepts, Reading Fluency, Spelling and a Writing sample. Some of the assessments used for this class will be available on CANVAS the others will only be available in your text books. Assessments are due on the assigned due date. There is plenty of time from when I teach the assessment to turning it in. Make sure to use your time wisely, as circumstances may occur such as sickness, spring break, parents cancel etc…, and none of these are excuses because I teach you how to do the assessment well before it is due. You will need a small folder to keep these assessments in. **The assessments must be hole-punched and bound in the folder when turned in or you will lose points.** I collect too many folders to worry about loose papers falling out.

**Reflections:** There are 5 Reflections. You will be writing a reflection on each one of them. The due dates for these will correspond with the assessment due dates. These have a specific format which you will use (you must use the proper format and they must be typed). You can find this in CANVAS under the Reflection tab. Further discussion on these will occur in class.

**Reading Activity/Assessment Presentation 2 parts: Part 1:** Individual **Part 2:** Groups

Working in groups you will cover one of these topics: Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency, Writing, and Spelling. Specific Directions will be provided in class. **NOTE: There are 2 in class work days for the group project. These days are mandatory and if you miss they are worth 2 absences for each day.**

**Quick Tell Me what You Know (Quiz):** There will be 10 “Quick Tell Me What You Know” quizzes. They are typically over class discussions. Each worth 5 points each and you must be present to take them. These will not be announced.

**Tests:** There will be 2 tests and 1 final in this class. The tests will be a combination of multiple choice, matching, fill in the blank, true/false and essay. You will need to bring a scantron. Note: Not having a scantron available to take the test on will result in -5 points per test. You will not need a scantron for the final.

**EVALUATION AND GRADING**:

This class is based on points. I do not average your grade. If you have 899 points, then you have a B. Your grade is earned during the school year so keep track of your grade throughout the semester.

Students will be evaluated according to the following criteria: total class points available = 1000

900-1000 points =A; 800-899 points =B; 700-799 points = C; 600-699 points= D; Below 600 points = F

**Total points at the end are not rounded. Your grade is earned in class and not after with extra credit.**

* Attendance/Participation Points = 100 Points
* Reading Activity/Presentation = 50 points
* Student Literacy Profile = 300 points
* 5 Reflection Frames = 50 points (5 @10 points each)
* Assessments = 200 points (10 assessments)
* Quick Tell Me What You Know- Pop Quiz = 50 points (10 @ 5 points each)
* 2 Tests = 100 points (2 @ 50 points each)
* Final = 150 points (1 @ 150 points)
* SPOT = extra credit 5 Points

The tentative course outline and calendar are as follows. **Instructor reserves the right to make adjustments as deemed necessary to maximize student learning.** Announcements of changes will be made in class and in CANVAS.

|  |  |
| --- | --- |
| **WEEK 1** | **January 15 and 17** |
| DAY 1 | * Course Introduction: office hours, class books, attendance, syllabus assignments, introductions, |
| Day 2 | DeVries Chapter 3   * SLP look through * Reflections: How to do them * *Personal Interest Assessments and Reading Attitude Assessment taught* |
| **WEEK 2** | **January 22 and 24** |
| DAY 1 | * *Word List Assessment taught* |
| DAY 2 | Devries Chapter 11 Writing   * *Writing assessment taught* |
| **WEEK 3** | **January 29 and 31** |
| DAY 1 | * *Narrative and Expository Reading Passage Assessment taught* |
| DAY 2 | * Working more with narrative and expository passages * Reflection 1 and Assessments: Read all About Me , Personal Interest and Reading Attitude due |
| **WEEK 4** | **February 5 and 7** |
| DAY 1 | Devries Chapter 12 Spelling   * *Spelling Assessments taught* * *Words Their Way* |
| DAY2 | * Reflection 2 and Assessment: Word List Assessment |
| **WEEK 5** | **February 12 and 14** |
| DAY 1 | DeVries Chapter 4 Phonemic Awareness and Chapter 5 Phonics   * *Concepts of Print Assessment taught* |
| DAY2 | Exploring ABC books   * Narrative and Expository Passages Due |
| **WEEK 6** | **February 19 and 21** |
| DAY 1 | Devries Chapter 10 Fluency   * *Reading Fluency Assessment taught* |
| DAY 2 | Readers Theater   * Reflection 3 and Assessments: Concepts of Print and Spelling Assessment Due |
| **WEEK 7** | **February 26 and 28** |
| DAY 1 | * Test 1: Chapters TBD * Assessment Passage help if need |
| DAY 2 | DeVries Chapter 8 Comprehension   * Reflection 4 and Assessments: Reading and Writing Fluency Due |
| **WEEK 8** | **March 5 and 7** |
| DAY 1 | DeVries Chapter 9 Comprehension |
| DAY 2 | * Book Discovery Day * Reflection 5 and Assessments: Writing Assessment due |
| **Spring Break** | **March 11-17 Have A wonderful spring Break** |
| **Week 9** | **March 19 and 21** |
| Day 1 | * Print and bring your SLP to class to take notes on |
| Day 2 | * Test 2: Chapters TBD |
| **Week 10** | **March 26 and 28** |
| Day 1 | * Computer Lab 1- work on SLP Part 1 |
| Day 2 | * Reading Activity Explained & Topic Sign-Up * **Computers brought to classroom** |
| **Week 11** | **April 2 and 4** |
| Day 1 | * Teachers Choice * SLP Folder Part 1 Due from Section 1 and Section 2: A, B, C, D |
| Day 2 | * Computer Lab 2- work on SLP Part 2- I will bring your folders to class |
| **WEEK 12** | **April 9 and 11** |
| DAY 1 | DeVries Chapter 7: Vocabulary   * SLP Folder Part 2 due for Section 2: E, F, G, H, |
| DAY 2 | * Computer Lab 3: work on SLP Part 3 |
| **WEEK 13** | **April 16 and 18** |
| DAY 1 | * Teachers Choice * Reading Activity Part 1 is due |
| DAY 2 | * SLP Folder Part 3 due for Sections 3, 4, and 5 |
| **WEEK 14** | **April 23 and 25** |
| DAY 1 | * Meeting 1 with Reading Groups in classroom to plan for group presentation- **Attendance Required** |
| DAY 2 | * Meeting 2 with Reading Groups in classroom to plan for group presentation-**Attendance Required** |
| **WEEK 15** | **April 30 and May 2** |
| DAY 1 | * Reading Project Presentations- **Attendance Required** |
| DAY 2 | * Reading Project Presentations- **Attendance Required** |
| **WEEK 16** | **Thursday May 9** |
| Final | * Final 10:30-12:30- **Attendance Required** |

**LLBE PROGRAM EXPECTATIONS FOR FUTURE TEACHERS:**

1. Develop a reflective mindset about his/her learning and teaching.
2. Develop a sensitivity to the English Language Learner.
3. Endorse integration in the teaching of language arts.
4. Become a lifelong learner.
5. Support student-centered instruction.

**COURSE GOALS/OBJECTIVES:**

The student will:

1. demonstrate knowledge of the relationship between instruction and assessment;
2. demonstrate knowledge of assessment as a continuous and ongoing process;
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 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. understand the definition of dyslexia and the services available to students with this diagnosis.

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITES (PPR) STANDARDS:**

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.11, 1.12, 1.14, 1.19, 1.20, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31)

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback. (3.5, 3.7, 3.9, 3.10, 3.11, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20)

**ENGLISH LANGUAGE ARTS AND READING GENERALIST STANDARDS:**

Standard X: Assessment and Instruction of Developing Literacy--Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students (10.1, 10.2, 10.3, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8)

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS): from University of Texas System/Texas Education Agency (2009). Retrieved from <http://www.englishspanishteks.net/files/standards/TEKS/ELAR_TEKS_K-12.pdf>

|  | Knowledge and Skills Statement | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading | |  | | | | | | | | |
| Beginning Reading/  Print Awareness | Students understand how English is written and printed. |  |  |  |  |  |  |  |  |  |
| Beginning Reading/ Phonological Awareness | Students display phonological awareness. |  |  |  |  |  |  |  |  |  |
| Beginning Reading/  Phonics | Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. (Grades 1, 2) Students will continue to apply earlier standards with greater depth in increasingly complex texts. |  |  |  |  |  |  |  |  |  |
| Beginning Reading/  Strategies | Students comprehend a variety of texts drawing on useful strategies as needed. |  |  |  |  |  |  |  |  |  |
| Fluency | Students read grade level text with fluency and comprehension. |  |  |  |  |  |  |  |  |  |
| Vocabulary Development | Students understand new vocabulary and use it when reading and writing. |  |  |  |  |  |  |  |  |  |
| Comprehension Skills | Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed critical readers. |  |  |  |  |  |  |  |  |  |
| Oral and Written Conventions | |  | | | | | | | | |
| Conventions | Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |
| Handwriting/ Capitalization/ Punctuation | Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |
| Spelling | Students spell correctly. |  |  |  |  |  |  |  |  |  |
| Listening and Speaking | |  | | | | | | | | |
| Listening | Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |
| Speaking | Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. |  |  |  |  |  |  |  |  |  |



***The Educator as Agent of Engaged Learning:***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally 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 educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

*Ethical Behavior and Code of Ethics:* The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

*Submitting Work:* All assignments will be submitted either in person or via Canvas. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

*Grading and Grade Reporting:* Grading for all assignments can be found on the course Canvas website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

*Writing Policy:* Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

**Teacher Education & Administration**

***Departmental Policy Statements***

*UNT Career Connect:* All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default> .

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

*Observation of Religious Holidays:* If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: <http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf>. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Acceptable Student Behavior:* Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

*Attendance:* See the instructor’s attendance policy*.*

*Eagle Connect*: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

*Cell Phones and Laptops:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

*SPOT:* The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

*Collection of Student Work*: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*Foliotek e-Portfolio*. Foliotek is a free to you software data management system (MMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The college of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://www.coe.unt.edu/office-educator-preparation/foliotek>.

*Comprehensive Arts Program Policy.* The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

*Technology Integration Policy.* The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

*TExES Test Preparation*. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texes-advising-office/texes-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texes.ets.org](http://www.texes.ets.org).

*“Ready to Test” Criteria for Teacher Certification Candidates*. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

*Six Student Success Messages.* The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

**BIBLIOGRAPHY**

Biggam, S., & Itterly, K. (2009). *Literacy profiles: A framework to guide assessment, instructional strategies and intervention, K-4.* Boston, MA: Allyn and Bacon.

Brown, H., & Cambourne, B. (1990). *Read and retell*. Portsmouth, NH: Heinemann. Calkins, L., Montgomery, K., Santman, D., & Falk, B. (1998). *A teacher’s guide to standardized reading tests: Knowledge is power.* Portsmouth, NH: Heinemann.

Clay, M. M. (2006). *An observation survey of early literacy achievement* (2nd ed.)*.* Portsmouth, NH:

Heinemann. Goodman, Y. M., & Marek, A. M. (1996). *Retrospective miscue analysis: Revaluing readers and reading*. Katonah, NY: Richard C. Owen.

Goodman, Y., Watson, D., & Burke, C. (2005). *Reading miscue inventory: From evaluation to instruction* (2nd ed.)*.* Katonah, NY: Richard C. Owen.

Johnston, P. H. (1997). *Knowing Literacy: Constructive literacy assessment.* York, ME: Stenhouse. McAndrews, S. L. (2008). *Diagnostic literacy assessments and instructional strategies.* Newark, DE: International Reading Association.

McKenna, M. C., & Stahl, K. A. (2009). *Assessment for reading instruction* (2nd ed.). New York City, NY:

Guilford Press. Popham, W. J. (2004). *Classroom assessment: What teachers need to know* (4th ed.). Boston, MA: Allyn & Bacon.

Reutzel, D. R., & Cooter, R. B. (2011). *Strategies for reading assessment and instruction: Helping every child succeed* (4th ed.). Boston, MA: Pearson. Rhodes, L. K., & Shanklin, N. L. (1993). *Windows into literacy: Assessing learners, K-8.* Portsmouth, NH: Heinemann.

Strickland, K., & Strickland, J. (2000). *Making assessment elementary.* Portsmouth, NH: Heinemann.