

EDRE 4850: Teaching the Tools and Practices of Reading Across the Curriculum EC-6, SPRING 2022: Sect. 4850.001, Tuesday 5:30-8:20 Wooten Hall Rm 121

INSTRUCTOR: Dr. Donna Walton

CLASSROOM/OFFICE: Wooten Hall Rm 216

EMAIL ADDRESS: donna.walton@unt.edu Please allow up to 24 hours for a response. Use of UNT email is required.

OFFICE HOURS: Tuesday 4:00 - 5:30 by appointment only.

REQUIRED TEXT (Bring to class daily):

- DeVries, B. A. (2019) 5th Edition. *Literacy assessment and intervention for classroom teachers*. Scottsdale, AZ: Holcomb Hathaway Publishers.

CANVAS: This class meets face-to-face and uses Canvas for posting assignments, course content, and important information.

WORKING WITH STUDENTS:

This course requires students to administer 10 reading assessments to an elementary student.

CATALOG COURSE DESCRIPTION: EDRE 4850 examines a variety of assessment and evaluation strategies and tools appropriate for the EC-6 classroom teacher. 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 EDRE 4820.

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.

BELIEFS ABOUT LEARNING:

1. Learning is an active, personal process and endeavor.
2. Learning is a social process of collaboration and interaction with others. We will share our responses and understandings as well as serve as a support system for each other during small and large group activities and discussions.
3. Learning occurs when we make connections to our experiences.
4. Choice allows learners to connect to their own experiences and feel ownership of the learning process.
5. Reflection is a vital part of the learning process.
6. Appreciation of cultural diversity enhances learning.

LLBE PROGRAM EXPECTATIONS FOR FUTURE TEACHERS:

1. Develop a reflective mindset about his/her learning and teaching.
2. Develop 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.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (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)

COURSE REQUIREMENTS/ASSIGNMENTS:

Each student is required to comply with the following expectations.

STUDENT LITERACY PORTFOLIO NOTEBOOK: You will identify an elementary student to complete 10 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, you will administer a variety of integrated reading assessments and tools. You will summarize your assessment sessions, interpret the collected data, create a structured lesson based on student needs, and develop instructional recommendations as a reflection of the assessment experience. You will maintain a Literacy Portfolio Notebook containing elements of your work with the elementary student selected. The 1" notebook will be organized by tabs. Assessments used for this class will be available on CANVAS or in your textbook. There will be a due date for each tab of the Literacy Portfolio. Specific guidelines will be presented in class. Notebooks will be collected and graded based on the components below: (50% of your grade)

- **ASSESSMENTS:** You will complete a minimum of ten **(10) assessments with your child.** For each assessment, you must also complete the appropriate analysis. Specific guidelines will be explained in class.
- **LITERACY TASK:** You will develop a structured lesson addressing the appropriate reading or writing component based on assessment results. Specific guidelines will be presented in class.
- **STUDENT WORK:** When possible, place appropriate student work in the notebook. This includes portions of assessments written by students, writing samples, etc. If you are keeping writing samples in a bound notebook, simply include the student at the end of your notebook, with proper annotation.
- **REFLECTION:** You will complete a reflection after each session. Reflections will include the reason skills were targeted, the rationale for selecting specific materials, the knowledge and skills targeted on a skills continuum, and the previous and future skills to be addressed. Specific guidelines will be presented in class.

HOMEWORK ASSIGNMENTS: Homework will be assigned each week. These assignments will include textbook chapters/sections, articles, and/or teacher edition excerpts. All assignments will be posted on Canvas. Homework Assignments are essential and indispensable to your learning. Additional information will be given in class. (Homework Assignments are 20% of your grade.)

QUIZZES: In order to assess individual learning as a result of reading the text and classroom participation, there will be four quizzes that highlight salient course content addressed in the classroom activities, homework assignments, and required readings. Quizzes will be given at the beginning of class. Late arrivals will not be given additional time. Students absent on quiz days will receive a zero (0). (Quizzes are 20% of your grade)

PARENT LETTER: A parent letter will be constructed to identify student strengths and weaknesses based on the full battery of assessments administered to the student. (Parent letter will be 5% of your grade).

ATTENDANCE POLICY: Attendance and active involvement in discussions and activities constitute emergent learning experiences and cannot be made up. Expectations for attending class are in accordance with the statement on attendance set forth in the University of North Texas Bulletin: Undergraduate Catalog, “Regular and punctual class attendance is expected. Absences may lower the student’s grade where class attendance and class participation are deemed essential by the faculty member.”

- In this class, students should attend every scheduled meeting. **Daily attendance will be taken.** Class participation and attendance will be considered in assigning the final course grade. Tardiness and absences will count toward final grade reduction. You are expected to attend all class meetings for the entire scheduled class time. If you are tardy or absent, it is your responsibility to obtain from your discussion group members any assignments, make-up work, handouts, or other class information that you may have missed.
- I realize that circumstances beyond your control may cause you to miss class, to arrive late, or to leave early. **Please send me an email (donna.walton@unt.edu)** before or immediately after an absence, late arrival, or early departure if you wish to explain any extenuating circumstances.
- The only excused absences are those due to the pandemic and reported to the appropriate UNT department/office, the observation of a religious holiday, or participation in university-sponsored activities (with proper documentation). Excused absences count toward the two absences that are not penalized. (Additional excused absences will not count against you.) Other absences are not likely to be excused, but I will take reasonable conflicts into consideration when calculating final course grades. Those with extenuating circumstances should meet individually with the instructor.
- **3 unexcused absences=drop 1 letter grade; 4 unexcused absences=failure of the course.** (Attendance/Participation is 5% of grade).

EVALUATION AND GRADING:

Students will be evaluated according to the following criteria:

Course Component	Number	Points Each	Points Total
Literacy Portfolio Notebook	10 Tabs	25 points	250 points
Homework Assignments	10	10 points	100 points
Quizzes	4	25 points	100 points
Parent Letter	1	25 points	25 points
Attendance/Participation	NA	25 points	25 points
Total Points			500 points

450-500 points = A
 400-449 points = B
 350-399 points = C
 300-349 points = D
 Below 200 points = F



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.

**Teacher Education & Administration
Departmental Policy Statements
UNT TEACHER EDUCATION PROGRAM
COMMITMENTS**

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act*. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

Teacher Preparation at The University of North Texas Core Commitments

Commitments	As Teachers	With Children and Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.	We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	We imagine schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.
Inquiry	We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	We value young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating	We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
Advocacy & Activism	We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	We value and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.	We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
Communities	We are members of a multiple communities— connected in ways that make our successes intertwined.	We value inclusive learning communities that connect us within and outside of our classrooms.	We practice humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.	We imagine schools as sustaining intersecting ways of being, knowing, and communicating.

ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/

ADA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at disability.unt.edu, (940) 565-4323.

ATTENDANCE

You are expected to be in-class and attendance will be taken daily. Students are required to send a Canvas message to the instructor of any absence prior to the class meeting. Unless you have prior university approval, in-class assignments cannot be made up. Refer to the course assignment rubric, PROFESSIONALISM, ATTENDANCE, AND PARTICIPATION, for detailed information.

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.

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).

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

GRADING AND GRADE REPORTING

Grading rubrics for all assignments are on the Canvas course website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

OBSERVANCE 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.

PROFESSIONAL ORGANIZATIONS

[International Literacy Association](#) [National Council of Teachers of English](#)
[ReadWriteThink](#)
[Literacy in Learning Exchange](#) [Literacy Research Association](#)

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to [review](#) the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

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, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office: 940-565-2648. You are not alone. We are here to help.

SPOT

The Student Perception 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 an opportunity to provide course feedback. I value your constructive feedback and strive to use thoughtful considerations to continually improve my teaching.

STUDENT EVALUATION OF INSTRUCTION

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

STUDENT WORK SAMPLES

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.

SUBMITTING WORK

Based on the assignment requirements, they may be submitted in-class, on Canvas, or FolioTek; refer to the assignment details for submission expectations. Each day an assignment is late, 10% will be deducted from the total possible score. On the fourth day, the assignment is considered missing, receives a zero, and cannot be made up.

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, visit success.unt.edu/.

TECHNOLOGY

Students should silence digital devices while in class unless they are being used for learning activities associated with the course.

TECHNOLOGY INTEGRATION POLICY

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing 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/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.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).

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>.

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 (Auditorium Building, 105) 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>.

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PROFESSIONAL ORGANIZATIONS

International Reading Association www.reading.org

National Council of Teachers of English

www.ncte.org

Literacy Research Association www.nrconline.org

KEY VOCABULARY TERMS

assessment
informal assessment
portfolios
self-assessment
checklist
rubric
anecdotal record
interview
running record
informal reading inventory
miscue analysis
formal assessment
norm-referenced test
criterion-referenced test
grade equivalent scores
percentile ranking
stanine scores
screening assessment
diagnostic assessment
formative assessment
summative assessment
independent reading level
instructional reading level
pragmatic cueing system
semantic cueing system
graphophonemic cueing system
syntactic cueing system