

EDRE 4850: ASSESSMENT & EVALUATION OF READING: Sect. 001, Thurs 5:30-8:20, MH 108

INSTRUCTOR: Dr. Donna Walton

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OFFICE HOURS: Thursday 4-5:30 by appointment

REQUIRED TEXTS (Bring to class daily):

DeVries, B. A. (2014). *Literacy assessment and intervention for classroom teachers (4th edition)*. Scottsdale, AZ: Holcomb Hathaway Publishers.

Johns, J. L. (2012). *Basic reading inventory* (11th ed.). Dubuque, IA: Kendall Hunt Publishing.

TK20:

This course requires the Diagnostic Literacy Profile to be uploaded and graded in the UNT TK20 Assessment System. This will require the one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the TK20 system for instructors to assess. Please go to the following link for directions on how to purchase TK20. Announcements regarding TK20 will also be posted on this website. <http://www.coe.unt.edu/tk20>

WORKING WITH STUDENTS:

This course requires students to administer 10 assessments to an elementary student. Students may apply to the Clinical Practice Office using the procedures provided in class.

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.

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 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.

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 PROFILE: You will identify a child in **2nd, 3rd, or 4th grade** to work with for up to ten (10), one hour sessions (You must meet for at least 7 sessions in order to get full credit). During these sessions, you will administer a variety of assessment and evaluation tools. You will summarize your assessment sessions, interpret the collected data, and develop instructional recommendations. Evidence of these tasks will be assembled into a literacy profile that includes results and recommendations. More specific guidelines will be presented in class. **This is a Key Assignment with a Key Assessment. This assignment MUST be uploaded to TK20 to be graded.** (25% of your grade)

STUDENT LITERACY PORTFOLIO NOTEBOOK: You will maintain a notebook that contains elements of your work with the child identified in the previous section. The notebook should be organized by weeks (each week should have its own tab). Notebooks will be collected and graded based on the components below. (25% of your grade)

The following items must be included:

PLANNING SHEET: Students will complete a planning sheet prior to each assessment administration. During your session with your child, you will handwrite additional notes in the appropriate column(s). The goal of this sheet is to assist in being prepared for your session and well as assisting you in reflecting on your session upon completion. More specific guidelines will be presented in class.

REFLECTIONS: You will complete a reflection of their experience working with your child after each session. Reflection will include why materials were chosen, what the student learned, and what the student will do during the next session. More specific guidelines will be presented in class.

ASSESSMENTS: You will complete a minimum of ten **(10) assessments with your child**. For each assessment, you must complete the appropriate analysis as explained in class. See the course website (assessmentliteracy.weebly.com) for more information.

STUDENT WORK: Where 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 notebook at the end of your notebook, with proper annotation.

CLASS PARTICIPATION, PREPARATION, ACTIVITIES, & GROUP WORK: Attendance and active involvement in discussions and activities constitute emergent learning experiences and cannot be made up. (Attendance is 5% of grade). Reading the assigned materials prior to class is essential and indispensable to your learning. Please be prepared. More information on discussion group roles will be given in class. (Discussion Responses 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 issues addressed in the required readings and course content. Each quiz will be based on the questions submitted by each group's quizzier. The instructor will include additional questions as needed to address key ideas based on the course content and activities. 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: To acquaint you with communicating with parents, you will write a letter to your students' child explaining your findings and recommendations. (5% of grade)

EVALUATION AND GRADING:

Students will be evaluated according to the following criteria:

90-100% A/ 80-89% B/ 70-79% C/ Below 60% F

Class & University Policies:

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.”

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 academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.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.

Student Conduct: Expectations for behavior in this class accord with the Code of Student Conduct: “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 Center for Student Rights and Responsibilities 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.” See www.unt.edu/csrr.

Attendance: 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 (dwalton@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 observation of a religious holiday or participation in university-sponsored activities (with proper documentation). Excused absences count toward the two unpenalized absences. (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 absences=drop 1 letter grade; 4 absences=failure of the course.**

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 Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SETe: The Student Evaluation of Teaching Effectiveness (SETe) 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 SETe 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.

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 registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-practice-exam-registration>. 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).

ADDITIONAL INFORMATION FROM INSTRUCTOR

Late Assignments: All papers and projects should be submitted on the date that they are due, and thus late assignments may not be accepted. Of course, there are some events in life that may cause a delay in work products; this will be taken into consideration on an individual basis. Please discuss with instructor PRIOR to due date.

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.

Mallow, F., & Patterson, L. (1999). *Framing literacy: Teaching/learning in K-8 classrooms*. Norwood, MA: Christopher-Gordon Publishers.

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.

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
 graphophonic cueing system
 syntactic cueing system

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

Improving the quality of education in Texas schools and elsewhere is the goal of program for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced program 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 that 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 refers 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.

PURPOSE AND RATIONALE:

Given the current controversies about effective literacy instruction and teacher accountability, it is imperative that preservice 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.

USE OF TECHNOLOGY:

Current media resources related to reading and language arts abound. Some of these resources enhance a teacher's ability to assess and facilitate students' language and literacy skills. As a component of this course, students are expected to become aware of technological resources and to grow in their knowledge and application of these tools as a part of their professional competencies. Students should demonstrate skills in accessing information resources and incorporating technology into assignments and the preparation of instructional activities. In addition, students must begin to familiarize themselves with available software and be able to critically evaluate its role and effectiveness for successful literacy instruction. Some demonstrations of available products will be presented in class.

DIVERSITY:

Acknowledging the pluralism extant in our society, this course focuses on the literacy needs and the variety of learning strategies of diverse school populations. Students in the class are expected to be sensitive to and responsible for the needs of children in their instructional planning, materials selection, and proposed activities. In addition, students are expected to broaden their knowledge base of multicultural issues, including: language differences; learning styles; economic disparities; and cultural variations, and to evidence growing insight into these perspectives in their assignments as they prepare to work in public school classrooms. This insight is particularly useful given the common use of literacy assessment instruments that may not take into account the language and cultural diversity of many students.