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| <b>Department of Curriculum &amp; Instruction</b>  |  |
| <b>College of Education</b><br>  |   |
| <b>LIST 5350: Assessment in Literacy</b>   |   |
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**Instructor:** Dana Arrowood, Ph.D. Clinical Assistant Professor

**Office:** Trimble Hall, Room 5

**Office Hours:** By appointment only

**Mailbox:** College of Education and Health Professions, P.O. Box 19227

**Email:** [arrowood@uta.edu](mailto:arrowood@uta.edu)



Dr. Dana Arrowood is a clinical assistant professor in the College of Education and Health Professions at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Educational Technology and Literacy Studies. Dr. Arrowood taught elementary education for twelve years. She has taught graduate and undergraduate courses in Literacy and Educational Technology since 1998. Dr. Arrowood received her Ph.D. in Reading Education with a specialization in Computer Education and Cognitive Systems from the University of North Texas in 2000.

**Course Information:**

|                       |                     |
|-----------------------|---------------------|
| <b>Course Title:</b>  | Literacy Assessment |
| <b>Course Number:</b> | LIST 5350           |

**Catalog Description**

**LIST5350 - LITERACY ASSESSMENT (3 - 0)**

Assessment and diagnosis, both formal and informal, of reading and language arts learning.

**Course Rationale**

This course focuses on literacy assessment and examines a variety of formal and informal assessment tools of literacy. Strategies for helping students with various reading and language arts needs will also be examined. You will conduct reading, listening, spelling and writing assessments and use instructional strategies with students.

**Course Prerequisites:**

There are no prerequisites for this course.

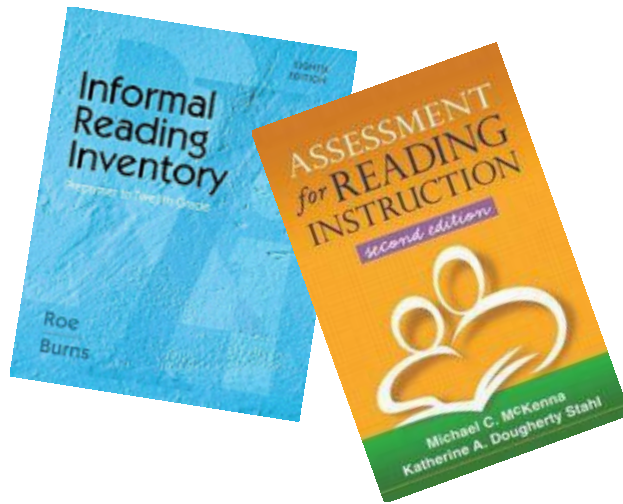
**Instructor's Note:**

This course is taught entirely online Please read through the entire syllabus to gain an understanding of the expectations for this course.

**Textbook(s) and Materials:**

Note: Texts can be ordered online, try your favorite distributor (e.g., Amazon.com or Barnes & Noble) or the [UTA Bookstore](#).

**Required Textbooks:**



- McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction* (2nd edition). New York: Guilford Press. ISBN 978-1-60623-035-0
- Roe, B. D., & Burns, P. C. (2007). *Informal reading inventory: Preprimer to twelfth grade* (8th edition). Boston: Houghton Mifflin. ISBN-13 978-0-495-80894-7

**Recommended Textbook:**

- Clay, M. M. (2000). *Running records for classroom teachers*. Portsmouth, NH: Heinemann. ISBN 0-325-00299-1



Note: if you are experienced at administering Running Records you probably do not need to buy this book.

**Tk20**-The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100. You may purchase your subscription online from a link provided on the system's website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

### **Journal Readings:**

- [Hudson, R.F., Lane, H.B., & Pullen, P.C. \(2005\). Reading fluency assessment and instruction: What, why, and how? \*The Reading Teacher\*, 58\(8\), 702-714.](#)
- [Mokhtari, K., Kymes A., & Edwards, P. \(2008\). Assessing the new literacies of online reading comprehension: An informative interview with W. Ian O'Byrne, Lisa Zawilinski, J. Greg McVerry, and Donald J. Leu at the University of Connecticut. \*The Reading Teacher\*, 62\(4\). 354-258.](#)
- [McKenna, M.C., & Kear, D.J. \(1990, May\). Measuring attitude toward reading: A new tool for teachers. \*The Reading Teacher\*, 43\(8\), 626-639.](#)
- Darling, S. (2005). Strategies for engaging parents in home support of reading acquisition. *The Reading Teacher*, 58(5), 476-479.

To access your journal readings, go to UTA's library at <http://libguides.uta.edu/education>. Find **Full Text of Journal Articles** on the

page. Put the information into the form and it will get your article. You will need your NetID and password.

For help with your NetID and password, contact the help desk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

### Additional Online Readings

- [Standards for the Assessment of Reading and Writing](#)
- [Literacy Foundations Workshop \(Emergent Writing\)](#)
- Hasbrouck, J. (2006). [Understanding and Assessing Fluency](#). [Electronic version]. Retrieved March 18, 2009, from <http://www.readingrockets.org/article/27091>
- Leu, D.J., Coiro, J., Castek, J., Hartman, D.K., Henry, L.A., & Reinking, D. (2008). Research on Instruction and Assessment in the New Literacies of Online Reading Comprehension. In C.C. Block, S. Parris, & P. Afflerbach (Eds.) *Comprehension Instruction: Research-Based Best Practices* (2<sup>nd</sup> ed.). (pp. 321-346). New York: Guilford Press. To access online: <http://www.micdl.org/attachments/105>

### Online Videos

- 1) [Reading Assessment](#)
- 2) [Print Awareness](#)
- 3) [Letters and Sounds](#)
- 4) [Spelling](#)
- 5) [Spelling: Word Families](#)
- 6) [Invented Spelling](#)
- 7) [Written Expression](#)
- 8) [Developing Fluency](#)
- 9) [Informal Assessment](#)

### Course Learning Goals

#### LIST 5350 Alignment of Outcomes, Assignments, Standards

| Texas State Standards   |  |
|---|--|
| State Domains and Competencies<br><a href="#">Link</a> to Standards |  |
| Domain I. Instruction and Assessment:<br>Components of Literacy     | Assignments  |
| TExES Reading Specialist Competency 001                             | <ul style="list-style-type: none"> <li>• Readings: McKenna, M. C., &amp; Stahl, K. A.</li> </ul> |

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| <p><b>(Oral Language)</b></p> <p>The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.</p>   | <p>D. (2009). <i>Assessment for reading instruction</i> (2nd ed.). New York: Guilford Press. Ch. 4 – Emergent Literacy</p> <ul style="list-style-type: none"> <li>• Video <ul style="list-style-type: none"> <li>◦ <a href="#">Letters and Sounds</a></li> </ul> </li> </ul>  |
| <p><b>TEXES Reading Specialist Competency 002 (Phonological and Phonemic Awareness)</b></p> <p>The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of delays or differences in students' phonological and phonemic awareness and when such delays/differences warrant further assessment and additional intervention.</li> </ul> | <ul style="list-style-type: none"> <li>• Readings: McKenna, M. C., &amp; Stahl, K. A. D. (2009). <i>Assessment for reading instruction</i> (2nd ed.). New York: Guilford Press. Ch. 4 – Emergent Literacy</li> <li>• Video <ul style="list-style-type: none"> <li>◦ <a href="#">Letters and Sounds</a></li> <li>◦ <a href="#">Invented Spelling</a></li> </ul> </li> <li>• Assessment of <b>phonological awareness</b></li> </ul>           |
| <p><b>TEXES Reading Specialist Competency 003 (Concepts of Print and the Alphabetic Principle)</b></p> <p>The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of delays or differences in students' understanding of and ability to apply concepts of print and the alphabetic principle and when such delays/differences warrant further assessment and additional intervention.</li> </ul>  | <ul style="list-style-type: none"> <li>• Readings: <ul style="list-style-type: none"> <li>◦ Readings: McKenna, M. C., &amp; Stahl, K. A. D. (2009). <i>Assessment for reading instruction</i> (2nd ed.). New York: Guilford Press. Ch. 4 – Emergent Literacy</li> </ul> </li> <li>• Video <ul style="list-style-type: none"> <li>◦ <a href="#">Print Awareness</a></li> </ul> </li> <li>• Assessment of <b>concepts of print</b></li> </ul> |
| <p><b>TEXES Reading Specialist Competency 004 (Word Identification)</b></p> <p>The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the</p>  | <ul style="list-style-type: none"> <li>• Readings: <ul style="list-style-type: none"> <li>◦ McKenna, M. C., &amp; Stahl, K. A. D. (2009). <i>Assessment for reading instruction</i> (2nd ed.). New York: Guilford Press. Ch. 5 – Word Recognition and Spelling</li> </ul> </li> </ul>   |

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| <p>levels of early childhood through grade 12.</p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of delays or differences in students' development of word identification skills and strategies and when such delays/differences warrant further assessment and additional intervention.</li> </ul>  | <ul style="list-style-type: none"> <li>Assessment of <b>sight words</b></li> </ul>  |
| <p><b>TExES Reading Specialist Competency 005 (Fluency)</b><br/>The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 through 12.</p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of delays or differences in students' reading fluency and when such delays/differences warrant further assessment and additional intervention.</li> </ul>  | <ul style="list-style-type: none"> <li>Readings: <ul style="list-style-type: none"> <li>McKenna, M. C., &amp; Stahl, K. A. D. (2009). <i>Assessment for reading instruction</i> (2nd ed.). New York: Guilford Press. Ch 6 - Fluency</li> <li>Hasbrouck, J. (2006). <a href="#">Understanding and Assessing Fluency</a>. [Electronic version]. Retrieved March 18, 2009.</li> <li>Hudson, R.F., Lane, H.B., &amp; Pullen, P.C. (2005). Reading fluency assessment and instruction: What, why, and how? <i>The Reading Teacher</i>, 58(8), 702-714.</li> </ul> </li> <li>Reading Rockets Video: <a href="#">Developing Fluency</a></li> <li>Assessment of <b>fluency</b></li> </ul> |
| <p><b>TExES Reading Specialist Competency 006 (Comprehension)</b><br/>The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.</p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of delays or differences in the development of students' comprehension skills/strategies and when such delays/differences warrant further assessment and additional intervention.</li> </ul> | <ul style="list-style-type: none"> <li>Readings: <ol style="list-style-type: none"> <li>McKenna, M. C., &amp; Stahl, K. A. D. (2009). <i>Assessment for reading instruction</i> (2nd ed.). New York: Guilford Press. Ch. 7 - Comprehension</li> <li>Dymock, S. (2005). Teaching expository text structure awareness. <i>The Reading Teacher</i>, 59(2), 177-182.</li> <li>Roe, B. D., &amp; Burns, P. C. (2007). <i>Informal reading inventory: Preprimer to twelfth grade</i> (8th ed.). Boston: Houghton Mifflin. Pp. vii-47</li> </ol> </li> <li>Video <ul style="list-style-type: none"> <li><a href="#">Informal Assessment</a></li> </ul> </li> </ul>                       |

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|   | <ul style="list-style-type: none"> <li>• Assessment of comprehension</li> </ul>  |
| <p><b>TEsES Reading Specialist Competency 007 (Vocabulary Development)</b></p> <p>The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of delays or differences in students' vocabulary development and when such delays/differences warrant further assessment and additional intervention.</li> </ul> | <ul style="list-style-type: none"> <li>• Readings: <ul style="list-style-type: none"> <li>◦ McKenna, M. C., &amp; Stahl, K. A. D. (2009). <i>Assessment for reading instruction</i> (2nd ed.). New York: Guilford Press. Chs. 5 and 7 – Word Recognition &amp; Spelling and Comprehension</li> </ul> </li> <li>• Assessment of <b>vocabulary</b></li> </ul>  |
| <p><b>TEsES Reading Specialist Competency 008 (Written Language)</b></p> <p>The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of delays or differences in students' writing and spelling development and when such delays/differences warrant further assessment and additional intervention.</li> </ul>                               | <ul style="list-style-type: none"> <li>• Readings: <ul style="list-style-type: none"> <li>◦ McKenna, M. C., &amp; Stahl, K. A. D. (2009). <i>Assessment for reading instruction</i> (2nd ed.). New York: Guilford Press. Ch. 5 Word Recognition and Spelling</li> <li>◦ <a href="#">Literacy Foundations Workshop (Emergent Writing)</a></li> </ul> </li> <li>Videos <ul style="list-style-type: none"> <li>• <a href="#">Spelling</a></li> <li>• <a href="#">Spelling: Word Families</a></li> <li>• <a href="#">Written Expression</a></li> </ul> </li> <li>• Assessment of <b>spelling</b> and <b>writing</b></li> </ul> |
| <b>DOMAIN II—INSTRUCTION AND ASSESSMENT: RESOURCES AND PROCEDURES</b>   |  |
| <p><b>TEsES Reading Specialist Competency 009 (Assessment)</b></p> <p>The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.</p>  | <ul style="list-style-type: none"> <li>• Readings responses/replies/assessments</li> <li>• Videos</li> <li>• Literacy Report</li> </ul>  |
| <b>National Standards</b>   |  |
| <b>International Reading Association, Reading Specialist Standards</b>  |  |
| <b>Link to Standards</b>  |  |



| IRA Standard 3: Assessment, Diagnosis, and Evaluation  |   |
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| 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.            | <ul style="list-style-type: none"> <li>• Chapter readings/responses/replies</li> <li>• Literacy Report <ul style="list-style-type: none"> <li>○ Assessments</li> </ul> </li> </ul>  |
| 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.  | <ul style="list-style-type: none"> <li>• Chapter readings/responses/replies</li> <li>• Literacy Report <ul style="list-style-type: none"> <li>○ Assessments</li> </ul> </li> <li>• Literacy Report <ul style="list-style-type: none"> <li>○ Observations During Testing/Discussion of results</li> <li>○ Summary of assessment results</li> </ul> </li> </ul> |
| 3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds. | <ul style="list-style-type: none"> <li>• Chapter readings/reflections/replies</li> <li>• Literacy Report <ul style="list-style-type: none"> <li>○ Recommendations</li> </ul> </li> </ul>  |
| 3.4 Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).   | <ul style="list-style-type: none"> <li>• Chapter readings/reflections/replies</li> <li>• Literacy Report <ul style="list-style-type: none"> <li>○ Recommendations</li> </ul> </li> </ul>  |

### National Standards:

#### International Reading Association, Reading Specialist Standards

- **Standard 1: Foundational Knowledge:** Candidates have knowledge of the foundations of reading and writing processes and instruction.
- **Standard 2: Instructional Strategies & Curriculum Materials:** Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- **Standard 3: Assessment, Diagnosis, & Evaluation:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- **Standard 4: Creating a Literate Environment:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.



- **Standard 5: Professional Development:** Candidates view professional development as a career-long effort and responsibility.

**State Domains and Competencies:**

**TEXES Reading Specialist Domains & Competencies (Link)**

Domain I: Instruction and Assessment: Components of Literacy (approximately 57% of the test) including

- Competency 001 Oral Language
- Competency 002 Phonological and Phonemic Awareness
- Competency 003 Concepts of Print and the Alphabetic Principle
- Competency 004 Word Identification
- Competency 005 Fluency
- Competency 006 Comprehension
- Competency 007 Vocabulary Development
- Competency 008 Written Language
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Domain II Instruction and Assessment: Resources and Procedures (approximately 14% of the test) including

- Competency 009 Assessment
- Competency 010 Instructional Methods and Resources

Domain III Meeting the Needs of Individual Students (approximately 14% of the test) including

- Competency 012 Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities

Domain IV Professional Knowledge and Leadership (approximately 14% of the test) including

- Competency 013 Theoretical Foundations and Research-Based Curriculum
- Competency 014 Collaboration, Communication, and Professional Development

**Course Objectives**

The student will:

1. become familiar with key terms related to literacy learning and assessment;
  2. demonstrate knowledge of the relationship between instruction and assessment;
  3. demonstrate knowledge of assessment as an on-going process;
  4. develop an understanding of the interactive nature and multiple reasons for differences and difficulties in reading, writing, listening and speaking;
  5. develop the ability to administer and interpret a variety of informal reading, writing, and listening assessments including letter-name knowledge, high-frequency words/sight words, writing vocabulary/spelling, applying phonics generalizations, applying structural analysis generalizations
  6. develop an understanding of the strengths and weaknesses of both formal and informal assessment;
  7. develop an understanding of the appropriate uses of scores from standardized tests;
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8. become familiar with assessment measures for understanding reading development.
9. demonstrate knowledge of strategies to communicate with appropriate teachers and specialists related to the assessment and instructional planning for learners experiencing difficulties in reading and writing;
10. demonstrate knowledge of strategies to inform the student and parents about the student's strengths and weaknesses related to literacy development;
11. become familiar with a variety of methods for involving parents in reading and writing assessment;
12. become familiar with the writing process;
13. recognize key characteristics of a developmental view of writing;
14. apply a developmental perspective to the assessment of writing;
15. identify characteristics of the writer, text and context which affect writing development;
16. identify key strategies to be observed during writing and spelling;
17. become familiar with assessment measures for understanding writing and spelling development;
18. recognize key characteristics of a developmental view of spelling;
19. develop an awareness of the importance of maintaining and/or encouraging positive attitudes toward reading and writing.
20. become familiar with Internet literacies
21. write a detailed report that provides an analysis of a student's abilities in literacy development, thereby providing information related to the student's abilities prior to instruction and progress over time upon receiving learning experiences;

#### **Policies:**

1. Complete all assignments by the due date posted (see assignment schedule). Some assignments may be accepted after a deadline with a penalty of 25%. All discussion areas/exams will be closed after assignment deadlines, and you will not be allowed to post in those areas. **Advice: Post Early!**
2. Maintain copies of all work submitted.
3. The instructor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any and all changes.
4. Before starting any assignments make sure to read over the syllabus and all other important documents for the class
5. All assignments have a specific format and rubric. Make sure you follow the format, in particular any subheadings/sections. You must include all sections with the required subheadings to facilitate grading.
6. All discussion areas will be permanently closed after assignment deadlines or after the window for late posting. Once areas are closed, you will not be allowed to post in those areas and will not receive credit for that assignment.
7. In terms of due dates, please check the syllabus and reminders from the TA or professor.
8. Start early! Do not wait until a few minutes before midnight to post your work. Many times it takes quite a long time for an assignment to post once you click on submit. Also, the system can time out and then when you log back in it is past midnight and the assignment is closed. **We do not accept assignments via email.** All work must be posted in the course.
9. Once you post an assignment in Blackboard, go back and check it to make sure that you posted the correct assignment and that any template you may have used is not blank. **It is your responsibility to check the posting to make sure that it is the work you want us to grade.**
10. We grade the assignment that you submit. If you find that you've made an error in submitting your assignment, such as an incomplete copy, we will be happy to remove it

**BEFORE** the submission deadline.

11. You must contact us within 48 hours after being notified that points have been posted if you have any concerns about your grade.
12. Make sure that you keep your comments and conversation on the discussion board professional. Any unprofessional comments will be noted and we will contact you. In the online environment where the written word is all we have, sometimes it is easy to have others misread our comments, so carefully consider your wording.
13. If you contact us regarding a grade earned on an assignment, please ask your questions in a professional manner. We all want a positive working relationship.
14. Please read over the feedback on all assignments once they are graded. We are here to help you and the feedback that we provide is meant to assist you with the next assignment which may have a similar format.
15. Your own child may **not** be used as the subject of any of your reports. You may not assess your own child.
16. You must obtain the parent or guardian's permission (and signature) before beginning any assessments. This is for each student that you assess in this course.

**IMPORTANT:** Use your time wisely and look over all requirements for the course. Be familiar with the rubrics, know the due dates and ask questions if you do not understand.

**Tentative lecture/topic schedule:**

Reading Responses/Replies/Assessments (RRA's) and other course assignments require you to use information and cite sources from readings.

- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted.
- Some assignments may be accepted after an initial deadline (see schedule below). Check this schedule carefully because many assignments will not be accepted after the initial deadline.

| Readings                           | Assignments | Posting Deadline | Closing of Assignment Area |
|------------------------------------|-------------|------------------|----------------------------|
| <b>MODULE 1</b> (Weeks 1, 2 and 3) |             |                  |                            |

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| <p><b>Introduction to Literacy Assessment &amp; Emergent Literacy</b></p> <p>McKenna, M. C., &amp; Stahl, K. A. D. (2009). <i>Assessment for reading instruction (2nd ed.)</i>. New York: Guilford Press.</p> <p>Chapters 1, 2, and 4</p> <p>Video<br/> <a href="#">Reading Assessment</a><br/> <a href="#">Print Awareness</a><br/> <a href="#">Letters and Sounds</a><br/> <a href="#">Literacy Foundations Workshop (Emergent Writing)</a></p> <p>Optional Text:<br/> Clay, M. M. (2000). <i>Running records for classroom teachers</i>. Portsmouth, NH: Heinemann.<br/> Pages 3-29.</p> | <p>Find a student entering kindergarten or first grade this coming fall to assess.</p> <p>Obtain permission to assess this student from the parent or guardian.</p> <p>Introduce yourself on the discussion board</p> <p><b><u>Assessment Session 1</u></b></p> <ul style="list-style-type: none"> <li>Alphabet Recognition (chart is Form 4.6)</li> <li>Book-handling Knowledge (Form 4.2)</li> <li>Dictation for phonological awareness (Form 4.8)</li> </ul> <p><b>These assessments are appropriate for beginning readers.</b></p> <p>Post your responses/replies/assessments covering chapter readings along with the additional readings and videos on the discussion board. In chapter 2, formal assessments and how to interpret them are discussed. Please be sure to include your own experiences with formal assessments in your response to the readings.</p> | <p>Introduction of yourself due (Wednesday of Week 1)</p> <p>Responses due Friday of 1<sup>st</sup> week</p> <p>Replies due Monday by 11:59 pm of Week 2.</p> <p><b>Due:</b> Emergent Literacy Report on Monday of Week 3</p> | <p><b>N/A</b></p> <p><b>These assignments are not accepted past the deadline</b></p> <p><b>Literacy Reports are accepted up to 24 hours past the deadline with a reduction of points.</b></p> |
| <p><b>MODULE 2</b> (Weeks 4 and 5)</p>  |   |   |   |

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| <p><b>Strategic Knowledge and Affective Factors</b></p> <p>McKenna, M. C., &amp; Stahl, K. A. D. (2009). <i>Assessment for reading instruction</i> (2nd ed.). New York: Guilford Press.</p> <p>Chapters 8 and 9</p> <p><a href="#">McKenna, M.C., &amp; Kear, D.J. (1990, May). Measuring attitude toward reading: A new tool for teachers. <i>The Reading Teacher</i>, 43(8).</a></p>   | <p><b><u>Assessment Session 2</u></b></p> <ul style="list-style-type: none"> <li>• Elementary Reading Attitude Survey</li> <li>• Interest inventory</li> <li>• Parent survey</li> <li>• Burk Reading Interview (1<sup>st</sup>-2<sup>nd</sup> graders) or Awareness of Purposes Interview (3<sup>rd</sup>-8<sup>th</sup>)</li> </ul>  | <p><b>Due</b></p> <p>Responses due Friday of Week 4</p> <p>Replies due Monday by 11:59 pm of Week 5</p> <p><b>Due:</b> Strategic Knowledge and Affective Factors Report on Friday of Week 5</p>             | <p>RRA's are not accepted past the deadline.</p> <p><b>Literacy Reports are accepted up to 24 hours past the deadline with a reduction of points.</b></p> |
| <p><b>MODULE 3</b> (Weeks 6 and 7)</p>   |   |   |   |
| <p><b>Word Recognition, Fluency, and Spelling</b></p> <p>McKenna, M. C., &amp; Stahl, K. A. D. (2009). <i>Assessment for reading instruction</i> (2nd ed.). New York: Guilford Press. Chapters 3, 5 and 6</p> <p>Videos</p> <p><a href="#">Developing Fluency</a></p> <p><a href="#">Spelling</a></p> <p><a href="#">Invented Spelling</a></p> <p><a href="#">Written Expression</a></p> <p>Hasbrouck, J. (2006). <a href="#">Understanding and Assessing Fluency</a>. [Electronic version]. Retrieved March 18, 2009, from <a href="http://www.readingrockets.org/article/27091">http://www.readingrockets.org/article/27091</a></p> <p><a href="#">Hudson, R.F., Lane, H.B., &amp; Pullen, P.C. (2005). Reading fluency assessment and instruction: What, why, and how? <i>The Reading</i></a></p> | <p><b><u>Assessment Session 3</u></b></p> <ul style="list-style-type: none"> <li>• Dolch Word List (1<sup>st</sup> – 3<sup>rd</sup> graders) or Essential Words (4-8<sup>th</sup> graders)</li> <li>• Multidimensional scale for fluency</li> <li>• Qualitative Spelling Checklist</li> <li>• Administer running records             <ul style="list-style-type: none"> <li>○ Independent level</li> <li>○ Instructional level</li> <li>○ frustration level</li> <li>○ words per minute</li> <li>○ error rate</li> <li>○ self-correction rate</li> <li>○ accuracy rate</li> </ul> </li> </ul> | <p><b>Due</b></p> <p>Responses due Friday of Week 6 by 11:59 pm</p> <p>Replies due Monday by 11:59 pm of Week 7</p> <p><b>Due:</b> Word Recognition, Fluency, &amp; Spelling Report on Friday of Week 7</p> | <p>RRA's are not accepted past the deadline.</p> <p><b>Literacy Reports are accepted up to 24 hours past the deadline with a reduction of points.</b></p> |

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| <a href="#">Teacher, 58(8), 702-714.</a>   |  |  |  |
| <b>MODULE 4 (Weeks 8 and 9)</b>  |  |  |  |
| <p><b>Informal Reading Inventories and Comprehension</b></p> <p>McKenna, M. C., &amp; Stahl, K. A. D. (2009). <i>Assessment for reading instruction (2nd ed.)</i>. New York: Guilford Press.</p> <p>Chapter 7</p> <p>Roe, B. D., &amp; Burns, P. C. (2007). <i>Informal reading inventory: Preprimer to twelfth grade (8th ed.)</i>. Boston: Houghton Mifflin. Pages vii-47</p> <p><a href="#">Susan Dymock. (2005). Teaching expository text structure awareness. <i>The Reading Teacher</i>, 59(2), 177-182.</a></p> <p>Video<br/><a href="#">Informal Assessment</a></p> <p><b>Strategies for reading traditional and Internet text</b></p> <p>Mokhtari, K., Kymes, A., &amp; Edwards, P. (2008). Assessing the new literacies of online reading comprehension: An informative interview with W. Ian O'Byrne, Lisa Zawilinski, J. Greg McVerry, and Donald J. Leu at the University of Connecticut. <i>The Reading Teacher</i>. 62(4). 354-258.<br/><a href="http://www.newliteracies.uconn.edu/docs/RT-62-4-Mokhtari.pdf">http://www.newliteracies.uconn.edu/docs/RT-62-4-Mokhtari.pdf</a></p> | <p><b><u>Assessment Session 4</u></b></p> <p>You should not administer all of the assessments in one sitting. You will probably want to break it up into two or three sessions. An extra week has been provided in the schedule for comprehension assessment.</p> <ul style="list-style-type: none"> <li>• Informal Reading Inventory/Roe and Burns <ul style="list-style-type: none"> <li>○ Independent level</li> <li>○ Instructional level</li> <li>○ frustration level</li> </ul> </li> <li>• Miscue Analysis (over IRI) (Form 3.4)</li> <li>• Retelling over one of the IRI passages</li> <li>• Create and administer a cloze assessment</li> <li>• Administer an assessment of your choice that you feel would contribute to the overview of your student's literacy.</li> </ul> | <p><b>Due</b></p> <p>Responses due Friday of Week 8 by 11:59 pm</p> <p>Replies due Monday by 11:59 pm of Week 9</p> <p><b>Due:</b> Comprehension Literacy Report on Friday of Week 9</p> | <p><b>RRA's are not accepted past the deadline.</b></p> <p><b>Literacy Reports are accepted up to 24 hours past the deadline with a reduction of points.</b></p> |

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|---|--|--|--|
| <p>Leu, D.J., Coiro, J., Castek, J., Hartman, D.K., Henry, L.A., &amp; Reinking, D. (2008). Research on Instruction and Assessment in the New Literacies of Online Reading Comprehension. In C.C. Block, S. Parris, &amp; P. Afflerbach (Eds.) <i>Comprehension Instruction: Research-Based Best Practices</i> (2<sup>nd</sup> ed.). (pp. 321-346). New York: Guilford Press. To access online: <a href="http://www.msularc.org/docu/NewLitieraciesComprehensi onChapter.pdf">http://www.msularc.org/docu/NewLitieraciesComprehensi onChapter.pdf</a></p> |  |  |  |
| <b>MODULE 5 (Week 10)</b>   |  |  |  |
| <b>Course Wrap Up</b>   |  |  |  |

## GRADE CALCULATION

| Assignment  | Points Possible |
|---|-----------------|
| Candidate Introduction  | 5               |
| Assessment Report for Emergent Reader <ul style="list-style-type: none"> <li>• Background Information (5)</li> <li>• Assessments and Results (3@10=30)</li> <li>• Discussion of Interrelated Effects (5)</li> <li>• Recommendations (5@1=5)</li> <li>• Cover Page, organization and mechanics (3)</li> <li>• Scanned copy or digital image of signed permission form (2)</li> </ul> | 50              |
| Assessment Report for Strategic Knowledge and Affective Factors <ul style="list-style-type: none"> <li>• Background Information (5)</li> <li>• Elementary Reading Attitude Survey and Resulting</li> </ul>  | 50              |



|   |            |
|---|------------|
| <ul style="list-style-type: none"> <li>Percentile Ranks (1@10=10)</li> <li>Other Surveys and Results (3@5=15)</li> <li>Discussion of Interrelated Effects (10)</li> <li>Recommendations (5@1=5)</li> <li>Cover page, organization and mechanics (3)</li> <li>Scanned copy or digital image of signed permission form (2)</li> </ul>   |            |
| Assessment Report for Word Recognition, Fluency and Spelling <ul style="list-style-type: none"> <li>Background Information (5)</li> <li>Assessments and Results (4@10=40)</li> <li>Discussion of Interrelated Effects (10)</li> <li>Recommendations (5@1=5)</li> <li>Cover page, organization and mechanics (3)</li> <li>Scanned copy or digital image of signed permission form (2)</li> </ul> | <b>65</b>  |
| Assessment Report for Comprehension <ul style="list-style-type: none"> <li>Background Information (5)</li> <li>Assessments and Results (5@10=50)</li> <li>Discussion of Interrelated Effects (10)</li> <li>Recommendations (5@1=5)</li> <li>Cover page, organization and mechanics (3)</li> <li>Scanned copy or digital image of signed permission form (2)</li> </ul>                          | <b>75</b>  |
| 4 responses/replies (10/10 = 80 pts)  | <b>80</b>  |
| <b>TOTAL</b>  | <b>325</b> |

### Grading Scale

|     |           |              |
|-----|-----------|--------------|
| A = | 93-100% = | 302-325 pts. |
| B = | 84-92% =  | 273-301 pts. |
| C = | 75-83% =  | 243-272 pts. |
| D = | 70-74% =  | 227-242 pts. |
| F = | below 70% |              |

### Detailed Description of Course Requirements

- Candidate Introductory Message
- Four Literacy Reports
  - Emergent Literacy Report
  - Strategic Knowledge and Affective Factors Literacy Report
  - Word Recognition, Fluency, and Spelling Literacy Report
  - Comprehension Literacy Report
- Discussion board postings: 4 reading responses/replies/assessments

### INTRODUCTORY MESSAGE POST TO DISCUSSION BOARD (5 pts.)

You will share information about yourself with your instructor and classmates to help us get to know you. Questions you should answer include: Why did you choose to go into teaching? What kinds of experiences have you had in teaching? (ex. public school classroom teaching, private school classroom teaching, tutoring, teaching swimming, doing workshops for the Girl Scouts, etc.) Feel free to share anything else with us that would help us get to know you. Your answer should be approximately 250 -300 words.

### Rubric for Introductory Message Post

|  | Target  | Acceptable   | Unacceptable  |
|--|---|--|---|
| Information about yourself.                                | Includes information about yourself and your experiences that lead you to choose a career in education. (+2). | Includes basic information about yourself and what you teach or want to teach (+1.5) | Gives information about yourself that includes your name and what you are teaching or want to teach (+1). |
| Past employment and/or volunteer work related to teaching. | Describes any volunteer work and/or past employment related to teaching. What it was, how long, etc. (+1)     | Describes volunteer work and/or past employment related to teaching (+1)             | Lists any volunteer work and/or past employment related to teaching with no elaboration(+1)               |
| Information you would like to share to help us know you.   | Tell something unique or interesting about yourself (+1).   | Tell something general about yourself (+.25)   | No information of this type shared (0).   |
| Length   | 250-300 words (+1)  | 300-325 or 225-249 words (+.25)  | Less than 225 words or more than 325 words (+0)   |

### LITERACY REPORTS

Each of the literacy reports will include the assessments and surveys provided in the following bulleted lists. You may assess a different student for each report or you may assess a beginning reader (entering kindergarten or 1<sup>st</sup> grade this coming fall) for the Emergent Literacy Assessment Report and choose a more advanced student for the other three reports. You may **not** assess your own child for any of the reports. You must obtain parent or guardian permission before beginning assessments for each student. The permission slips will be included in each report.

Please choose a NON-family member for assessment subjects. I do realize that you may not have ready access to possible subjects, but using family members presents difficulties with being truly objective. The point of these assignments is not just to complete them but to help you hone your observation and analysis skills. It is difficult to be objective when working with family members as you bring information to the task which can be both positive and problematic. I am not trying to make the task more difficult for you, but I do want a professional and objective reporting of the information.

You must find a place to meet with the student that is free of noise, interruptions, and disturbances in order to administer the assessments. If you notice that your student is getting

tired, you may need to administer the assessments in two sittings. This especially true of the comprehension assessments.

In our McKenna and Stahl text, there are a couple of examples in the Appendices of case studies. These are starting places for a minimum level of specificity and detail.

You must **attach** each literacy report as a file in Blackboard when submitting it. Please do not copy and paste in the text.

### **Report 1: Emergent Literacy Assessment Report**

- Background
- Assessments
  - Alphabetic Recognition
  - Book Handling Tasks
  - Dictation for phonological awareness
- Discussion Interrelated Effects
- Recommendations
- Scanned copy or digital image of the permission form (must be legible)

These assessments are for a beginning reader. **You must find a student entering kindergarten or beginning first grade this coming fall to meet the requirements for these assessments.** The instructions and assessments can be found in your textbook. It will be helpful for you to look at the example case study on page 258 to see the discussion of outcomes for these assessments. There are also examples posted for your use in Blackboard.

You will need to spend a little time with the parent or caregiver to get an idea of literacy practices in the home. This information will be important as you write recommendations for the student. It is recommended that you give the parent interview form to them to fill out. You may also want to verbally ask the student some questions about his or her likes and dislikes in order to personalize the recommendations.

### **Report 2: Strategic Knowledge and Affective Factors Literacy Assessment/Survey Report**

- Background Information
- Surveys
  - Elementary Reading Attitude Survey
  - Adolescent Reading Attitudes Survey (for students who have completed grades 1-6)
  - Interest inventory (survey)
  - Parent survey
  - Burk Reading Interview or Awareness of Purposes Interview (choose based on student grade level)
- Discussion Interrelated Effects
- Recommendations
- Scanned copy or digital image of the permission form (must be legible)

**If you are assessing an older (7<sup>th</sup> or 8<sup>th</sup> grade) student, you will need to find a student between 2<sup>nd</sup> and 6<sup>th</sup> grades in order to administer the Elementary Reading Attitude Survey.**

This assessment is important because you gain experience in working with a normed assessment and percentile ranks. This assessment and the results will be included in your discussion for that week. The interest inventory will enable you to make personalized recommendations for your student. The parent interview will give you a window into literacy practices in the home. You will use this information to make recommendations as well.

The student you choose for this report may be the one you continue to work with for the next two reports as well. If this is the case, you can use the same background information (including information from the parent interview) each time. If not, you will need to gather additional information for each student that you assess.

Although you may use some of the information gathered from the parent interview in the background section, you will still need to write it up along with the other surveys.

### **Report 3: Word Recognition, Fluency and Spelling Literacy Assessment Report**

- Background
- Assessments
  - Dolch Word List (1<sup>st</sup> – 3<sup>rd</sup> graders) or Essential Words (4-8<sup>th</sup> graders)
  - Multidimensional scale for fluency
  - Qualitative Spelling Checklist
  - Administer a Running Record
    - Independent level
    - Instructional level
    - frustration level
    - words per minute
    - error rate
    - self-correction rate
    - accuracy rate
- Discussion of Interrelated Effects
- Recommendations
- Scanned copy or digital image of the permission form (must be legible)

### **Report 4: Comprehension Literacy Assessment Report**

- Background
- Assessments
  - Informal Reading Inventory/Roe and Burns
    - Independent level
    - Instructional level
    - frustration level
  - Miscue Analysis (over IRI)
  - Retelling over one of the IRI passages
  - Create and administer a cloze assessment\*  
(<http://learningwithjamesgentry.com/jamesgentry/CLOZE%20ASSESSMENT.html>)

- Administer an assessment of your choice that you feel would contribute to the overview of your student's literacy.
- Discussion of Interrelated Effects
- Recommendations
- Scanned copy or digital image of the permission form (must be legible)

\*If you are working with a 2<sup>nd</sup> grade student, you have the option of creating a maze assessment. The maze test is much like the cloze test, but designed for less skilled readers. Instead of a blank, three choices are given for each missing word. One word is correct, one fits the syntax of the sentence, and the third word doesn't fit the sentence in any way. When finished ask the student why he or she chose a particular word.

- Follow the directions for the cloze test but instead of a blank - give three word choices.
- The textbook provides examples.

**NOTE:** All assignments must be submitted on time. Assignments submitted after the deadline may, at times, be accepted according to the assignment schedule with a 25% penalty.

### Literacy Report Rubric

| Section   | Target 3 pts  | Acceptable 2 pts   | Unacceptable 0 pts   |
|---|---|--|--|
| <b>Organization and Mechanics</b><br><br>3 points possible  | The report has no errors in formatting, spelling or grammar. (3)  | The report has 1 - 2 errors in formatting, spelling or grammar. (2)  | The case study has 3 or more errors in the formatting, mechanics and/or organization (0)   |
| Section   | Target 5 pts  | Acceptable 4 pts   | Unacceptable 1 pts   |
| <b>Background Information</b><br><br>5 points possible<br><br>Parent Survey and Interest Inventory information included here. | The <u>thorough and detailed description</u> of the student's background that includes <ul style="list-style-type: none"> <li>• how you know the student (.5),</li> <li>• how the student was selected (.5),</li> <li>• student's age (.5),</li> <li>• student's literacy background including family literacy practiced in the home (3) and</li> <li>• last grade completed (.5).</li> </ul> | The description of the student's background is adequate with <u>basic information with no elaboration</u> . There are no missing components. It includes <ul style="list-style-type: none"> <li>• how you know the student (.5),</li> <li>• how the student was selected (.5),</li> <li>• student's age (.5),</li> <li>• student's literacy background including family literacy practiced in the home (2) and</li> <li>• last grade completed (.5).</li> <li>• written in narrative format</li> </ul> | The description of the student's background <u>is sketchy in detail or incomplete</u> . <ul style="list-style-type: none"> <li>• how you know the student (.25),</li> <li>• how the student was selected (.25),</li> <li>• the age and/or grade level of the student (.25).</li> <li>• description of the student's literacy background including family literacy (.5).</li> <li>• written as a</li> </ul> |

|                                |   |   |  |
|--------------------------------|---|---|--|
|                                | <p>Must be written in narrative format.</p> <p>In order to earn Target points, you must include <b>MORE</b> than the required information.</p>  |   | <p>bulleted list will result in deducted points.</p>   |
|                                | Target 10 pts   | Acceptable 8 pts  | Unacceptable (4)   |
| <b>Assessments and Results</b> | <p>The ability to administer, score, and interpret the results of each assessment in a descriptive manner is demonstrated.</p> <p>For each assessment:</p> <ul style="list-style-type: none"> <li>• A detailed <b>purpose</b> of the assessment is provided (1).</li> <li>• The <b>skills</b> assessed are given (1).</li> <li>• The <b>accurate results</b> are presented in the form of levels, or percentiles when applicable, and very thorough descriptions when not (3).</li> <li>• A thorough and <b>accurate interpretation</b> of the student's proficiencies and difficulties on each assessment is stated (5).</li> </ul> <p>In order to earn Target points, you must include <b>MORE</b> than the required information.</p> | <p>The ability to administer, score, and interpret the results of the assessments in a basic manner is demonstrated.</p> <p>For each assessment:</p> <ul style="list-style-type: none"> <li>• The purpose of the assessment is provided (.5).</li> <li>• The skills assessed are listed (1).</li> <li>• The outcomes are presented in the form of levels, or percentiles when applicable with an adequate description (2.5).</li> <li>• A basic interpretation of the student's proficiencies and difficulties on each assessment is provided (4).</li> </ul> | <p>The ability to administer, score, and interpret the results of most of the assessments in a descriptive manner is not demonstrated.</p> <p>For each assessment</p> <ul style="list-style-type: none"> <li>• There are components lacking such as the purpose of the assessments (.25) <ul style="list-style-type: none"> <li>○ skills assessed (.5) and</li> <li>○ clear outcomes (1.5).</li> </ul> </li> <li>• Little or vague information is provided on the student's proficiencies and difficulties encountered on the assessment (2).</li> </ul> <p>There are scanned copies of assessments included or the full text is typed in. This is unacceptable. This will result in <b>zero</b> points.</p> |

|  |   |  |  |
|--|---|--|--|
| <p><b>Surveys</b></p> <p>Interest Inventory<br/>Parent Survey</p> <p>20 pts possible<br/>(2 assessments @ a possible 10 pts. each)</p> | <p>Complete information from the survey is provided in an elaborately detailed description (+10). Partial and vague answers have been probed in order to obtain a clear picture. Parent survey provides rich insights into literacy in the home.</p> <p>In order to earn Target points, you must include <b>MORE</b> than the required information.</p>   | <p>Complete information from the survey is provided in a basic description (8 pts).</p>  | <p>Survey results are reported in a skeletal manner or are incomplete (+4)</p>   |
| <p><b>Discussion of Interrelated Effects</b></p> <p>10 points possible</p>   | <p>An insightful analysis clearly communicates an understanding of the interrelated effects of the assessment outcomes.</p> <p>A detailed discussion is made of</p> <ul style="list-style-type: none"> <li>possible effects on the student's literacy (3)</li> <li>possible effect on classroom performance (3).</li> <li>addresses the assessments collectively according to skills assessed (comprehension, vocabulary, etc) (3).</li> <li>all opinions are supported by assessment data (1).</li> </ul> <p>In order to earn Target points, you must include <b>MORE</b> than</p> | <p>Analysis indicates an understanding of assessment outcomes with possible effects on the student's literacy and classroom performance.</p> <p>A discussion is made of</p> <ul style="list-style-type: none"> <li>possible effects the student's literacy (2) and</li> <li>possible effect on classroom performance (2.5)</li> <li>addresses the assessments collectively according to the skills assessed (2.5).</li> <li>All of the opinions are supported by assessment data (1).</li> </ul> | <p>The limited discussion shows a lack of understanding of possible ways the assessment outcomes can affect student performance and literacy gains.</p> <ul style="list-style-type: none"> <li>Limited discussion covers some of the possible effects on the student's literacy (1.5) and</li> <li>classroom performance (1.5).</li> <li>addresses the assessments individually without regard to possible relations (1).</li> <li>Any opinions unsupported by assessment data (0).</li> </ul> |



|   |  |  |  |
|---|--|--|--|
|   | the required information.  |  |  |
| <b>Recommendations</b><br><br><b>5 points possible</b><br><br><b>1 pts (5 @ 1 = 5) for each</b> | Each recommendation is detailed and is specifically designed to address relative weaknesses found when the student was assessed. The parent is the target audience and it must be written so that it is easily understood by a non-educator. (-1)<br><br>In order to earn Target points, you must include <b>MORE</b> than the required information. | Each recommendation includes is designed to address relative weaknesses found when the student's was assessed. The recommendation does not include a lot of elaboration (.5) | The recommendation is generic and/or does not specifically address the needs of the student (0). |
| <b>Permission Form</b><br><br>(legible digital image)<br><b>2 pts.</b>                          | The image is easily read. (+2)   | The image is unclear. (+1)   | The image is missing. (0)  |

## Sections of Each Literacy Report

### BACKGROUND INFORMATION

The thorough and detailed description of the student's background includes how you know the student, how the student was selected, student's age, grade just completed if it is summer, the grade currently in if this is taking place during the school year. The student's literacy background is important. You will want to include information from the parent survey and the interest inventory.

### ASSESSMENTS AND RESULTS

If there is not an example provided in your textbook of a certain assessment you administered, then follow the other examples as closely as possible.

Keep in mind that you may be writing this document for the parent as well as other educational professionals. Each assessment should be explained. Do not assume that the parents know what the assessment is, what it assesses or how the results will be used.

Your ability to administer, score and interpret the results of each assessment in a descriptive manner is what will be assessed in this section. For each of the assessments you should provide a detailed purpose of the assessment. The skills assessed should be provided. The outcomes of the assessments should be presented in the form of levels, or percentiles when applicable, and very thorough descriptions when not. A thorough interpretation of the student's proficiencies and difficulties on each assessment should be stated.

### **DISCUSSION OF INTERRELATED EFFECTS**

Discuss the results of the assessments. A detailed discussion should be made of possible effects on the student's literacy with an emphasis on classroom performance. It addresses each assessment either individually or collectively depending on types of assessments and skills covered. All opinions must be supported by assessment data. The discussion must clearly communicate an understanding of assessment outcomes and interrelated effects.

### **RECOMMENDATIONS**

Recommendations are to be written for each report based on the outcomes of the assessments included in that report. They should address the student's specific literacy needs. Recommendations should be detailed and easy to follow by non-educators.

### **SIGNED PARENT PERMISSION FORM**

This can be scanned or you may take a picture of it with your digital camera or phone. It must be legible in order to earn credit.

### **Cautions:**

- Do not skimp on detail in any section. Skeletal literacy reports will not receive maximum points.
- Watch your grammar and misspelled words. Points will be deducted for both.
- Do not include the full text of parent interviews, interest surveys, etc.
- Do not scan assessments and insert them into this document. Summarize! No credit will be given for scanned assessments or surveys.

### **Writing Conventions of the Literacy Report**

- There must be no misspelled words
- Sentences must be complete
- Grammar must be correct
- Correct punctuation must be used

### **Literacy Report Appearance**

- Word processed on the computer, 12 point font, 1.5 spacing
- Standard margins of 1 inch all the way around (1.25 is acceptable for the left margin)
- Section headers of report bold and easy to identify
- Assessment names underlined
- Italics used when appropriate (such as words student answered correctly or missed)

### **Cover Page**

- Use it! It will give your report a professional look.
  - Information should include:
    - Your name
    - UTA
    - Semester/Date
    - Student's first name
    - Grade level
    - Age

## **DISCUSSIONS**

### **1. Discussion Postings: Responses and Replies (80 points)**

You will post a reflection of your required readings and include information from the reflection(s) of your session(s) for that week as they relate to the required readings. Each student will respond to two postings of classmates.

Reading Response, Replies, & Assessment has three parts (Response, Replies, and Assessment).

You may begin replying to the posts of others immediately after posting begins.

Standards Link:

- National standards: [Standards for the Assessment of Reading and Writing](#)
- State competencies: [TExES Reading Specialist Standards](#)

See the calendar for due dates.

**Part A: Response:** You will submit a reading response summarizing your readings, the lesson online lecture notes/readings, your sessions with your student, as well as your personal reactions and extensions to the material. Mark your posting with the following label: Roster#-Initials, such as #2-NH. The format for the response part of this assignment is as follows:

- **Six Key Points I Learned/I Found Interesting:** Cite at least 6 specific pieces of research, findings, suggestions from your reading noting the article/page/author and what you learned that was new/interesting. Cite how these points relate to you in your specific practicum situation. Remember to be specific.
- **Connecting Personal Observations & Reading Highlights:** Cite at least three examples of activities, etc. that you are observing in your case study that relate to the reading.

- **Connecting Personal Interactions & Reading Highlights:** Cite at least two discussions, interviews, interactions, assessments you had with your case study student, the parent, or others.
- **Connecting Personal Interventions & Reading Highlights:** Cite at least one intervention you conducted with your student(s) (e.g., lessons, tutoring, assessments, etc.) or that relate to the reading. How? The intervention cycle should include the specific need, details of the intervention, and the result.

**Part B: Replies:** Following your response posting, you will return to the discussion board to read and reply to at least TWO of your peer's responses by 11:59pm on the day they are due. This gives the original poster time to respond to those who replied to their post. Label your replies as Reply 1A, Reply 1B, etc. The format for the reply part of this assignment is as follows.

**As a courtesy, make sure you respond to any peers who have replied to your posting.**

- **Personal Connections:** Why did you choose this posting to respond?
- **Discussion:** What questions or comments do you have for the author of the response posting?
- **Extension:** How can you extend the conversation on this posting? (Share resources, experiences, etc. Go beyond ideas already mentioned in the discussion.)

### **Here are some ideas for improving the quality of your discussion.**

Try to avoid, just restating the points you cited from the text and the online reading with personal opinions such as the following.

- I recognize the importance of . . .
- It is important to learn/know about . . .
- I see this . . . in my classroom

For the most part, when you start with openers such as these, you are not adding anything additional/new to the discussion. Provide some specific examples of what you are seeing in school/class or in your environment related to the reading/discussion. Following are some ways to elaborate on the discussion (these were offered by a graduate of our program, Suann Claunch of FWISD).

- I agree with \_\_\_\_ because \_\_\_\_
- I disagree with \_\_\_\_ because \_\_\_\_
- I wonder about \_\_\_\_ because \_\_\_\_
- According to \_\_\_\_
- The evidence shows \_\_\_\_
- In my classroom, I see \_\_\_\_ and this seems to confirm/contradict \_\_\_\_

In other words, don't just state an opinion. Support your point of view with specific examples and connections to other reading, discussion, etc.

For Replies, consider the following:

- Can you say something similar using other words?
- What did you like about the previous contribution?

- What new ideas did that contribution give you?
- What puzzled you about the last statement?
- How did the person who made the last statement arrive at that conclusion?
- Can you elaborate, explain, or give another example of the last statement?
- What puzzled you as you were trying to think of an answer to this question?
- Did I contribute to the discussion?
- Did I encourage others to contribute or clarify ideas?
- What would I like to do in the next discussion? How can I do this?
- Who was the person who contributed the most interesting or valuable comments?
- Who was the Most Valuable Player in keeping the discussion going?
- Who encouraged me the most in the discussion?

**Module 1: First set of discussion postings covering Introduction to Literacy Assessment and Emergent Literacy :**

Post your responses/replies/assessments on the discussion board. These are the readings and videos to include:

McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction (2nd ed.)*. New York: Guilford Press. Chapters 1, 2, and 4

Videos

[Reading Assessment](#)

[Print Awareness](#)

[Letters and Sounds](#)

[Literacy Foundations Workshop \(Emergent Writing\)](#)

In chapter 2, formal assessments and how to interpret them are discussed. Please be sure to include your own experiences with formal assessments in your response to the readings.

Responses due Sunday of Week 2

Replies due Tuesday by 11:59 pm of Week 2

**Module 2: Second set of discussion postings cover Strategic Knowledge and Affective Factors**

McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction (2nd ed.)*. New York: Guilford Press. Chapters 8 and 9

[McKenna, M.C., & Kear, D.J. \(1990, May\). Measuring attitude toward reading: A new tool for teachers. \*The Reading Teacher\*, 43\(8\).](#)

Responses due Sunday by 11:59 in Week 4

Replies due Tuesday by 11:59 pm in Week 4

### **Module 3: Third set of discussion postings cover Word Recognition, Spelling and Fluency**

McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction* (2nd ed.). New York: Guilford Press. Chapters 5 and 6.

[Literacy Foundations Workshop \(Emergent Writing\)](#)

Videos: [Spelling](#), [Invented Spelling](#), [Written Expression](#), and [Developing Fluency](#)

Hasbrouck, J. (2006). [Understanding and Assessing Fluency](#). [Electronic version]. Retrieved March 18, 2009, from <http://www.readingrockets.org/article/27091>

[Hudson, R.F., Lane, H.B., & Pullen, P.C. \(2005\). Reading fluency assessment and instruction: What, why, and how? \*The Reading Teacher\*, 58\(8\), 702-714.](#)

Responses due Sunday by 11:59 in Week 6  
Replies due Tuesday by 11:59 pm in Week 6

### **Module 4: Third set of discussion postings cover Informal Reading Inventories and Comprehension**

McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction* (2nd ed.). New York: Guilford Press. Chapters 3 and 7.

Susan Dymock. (2005). Teaching expository text structure awareness. *The Reading Teacher*, 59(2), 177-182.

Video: [Informal Assessment](#)

Mokhtari, K., Kymes, A., & Edwards, P. (2008). Assessing the new literacies of online reading comprehension: An informative interview with W. Ian O'Byrne, Lisa Zawilinski, J. Greg McVerry, and Donald J. Leu at the University of Connecticut. *The Reading Teacher*. 62(4). 354-258.  
<http://www.newliteracies.uconn.edu/docs/RT-62-4-Mokhtari.pdf>

Leu, D.J., Coiro, J., Castek, J., Hartman, D.K., Henry, L.A., & Reinking, D. (2008). Research on Instruction and Assessment in the New Literacies of Online Reading Comprehension. In C.C. Block, S. Parris, & P. Afflerbach (Eds.) *Comprehension Instruction: Research-Based Best Practices* (2<sup>nd</sup> ed.). (pp. 321-346). New York: Guilford Press. To access online:  
<http://www.msularc.org/docu/NewLitieraciesComprehensionChapter.pdf>

Responses due Sunday by 11:59 in Week 9  
Replies due Tuesday by 11:59 pm in Week 9

### **Grading Rubrics**

- **NOTE:** All assignments must be submitted on time. Assignments submitted after the deadline may, at times, be submitted during a three-day late window with 25% penalty. For full credit, assignments must be posted in the correct online forum as well. For this assignment, Parts A and B must be posted in the discussion board.

| Tasks for Part A:<br>Reading Response<br>↓        | Expert<br>10   | Acceptable<br>6  | Unacceptable<br>1  |
|---|--|--|--|
| <b>Format</b>                                     | Follows required format for response (1)   | Follows required format for response (1)   | Does not follow format for one or more of the parts (0)  |
| <b>Six key points</b>                             | Notes more than the six key points drawn from both online and text reading and videos (if provided) with excellent elaboration, in-depth insights, application to your sessions, and specific examples (3) | Notes six points drawn from both online and text reading with insights, application to your sessions, and examples (2)                             | Does not note the minimum number of points and/or points are limited or superficial (1)                          |
| <b>Three connections to personal observations</b> | Notes more than three personal observations that reflect well-developed understanding of reading with in-depth personal connections and application of material to your sessions (2)                       | Notes three personal observations that reflect understanding of reading with personal connections and application of material to your sessions (1) | Does not note the minimum number of personal observations or observations have limited connection to reading (0) |
| <b>Two connections to interactions</b>            | Notes more than two interactions in the session with your student that are well-developed and based on the reading (2)   | Notes two interactions in the session with your student that are based on the reading (1)  | Notes limited interactions with your student (0)   |
| <b>One connection to intervention</b>             | Demonstrates expert ability to apply the reading by noting more than one intervention with well developed need, details, and results (2)   | Demonstrates ability to apply the reading by noting one intervention with need, details, and results (1)   | Notes limited interventions with your student (0)  |



| Tasks for <i>Part B: Replies</i><br>↓ | Target<br>10  | Acceptable<br>7   | Unacceptable<br>0 – 2  |
|---------------------------------------|---|---|--|
| <b>Format</b>                         | Posts more than the two required replies according to the required format (2)   | Posts two required replies according to the required format (1)   | Does not follow format for replies or make required number of replies (0)  |
| <b>Responses</b>                      | Responds to all replies (1)   | Responds to all replies (1)   | Does not respond to replies (0)  |
| <b>Replies to Peers</b>               | All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to sessions (4) | Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to sessions (3) | Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to sessions (0-1) |
| <b>Extension of Dialogue</b>          | Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (3)                    | Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2)                             | Engages in limited discussion with peers or limited extension of the dialogue (0-1)  |

**Email Communication:**

UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications.

You are responsible if you do not receive information because you do not regularly check your UTA email.

**American with Disabilities Act (ADA):**

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Student Support Services:**

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Academic Honesty:**

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

The following statement should be part of the required heading on all major assignments posted in the course.

**Academic Honesty Statement**

I have read and understand the UTA Academic Honesty clause as follows. “Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).”

Further, I declare that the work being submitted for this assignment is my original work (e.g., not copied from another student or copied from another source) and has not been submitted for another class.

“Signature” (Typed name):

Date:

**University Mission:**

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

**College Mission:**

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning

**Conceptual Framework:**

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all