Instructor: Dana Owens, Ph.D.
Office: Trimble Hall, Room 5
Office Hours: By appointment only/ Blackboard Collaborate
Mailbox: College of Education, P.O. Box 19777
Email: dana.owens@uta.edu
Faculty Profile: http://www.uta.edu/profiles/dr-dana-arrowood

Dr. Dana Owens 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. Owens taught elementary education for twelve years. She has taught graduate and undergraduate courses in Literacy and Educational Technology since 1998. Dr. Owens 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:

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Literacy Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>LIST 5350</td>
</tr>
<tr>
<td>Course Meetings:</td>
<td>None/Online</td>
</tr>
</tbody>
</table>

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 Notes:**

This course is taught entirely online Please read through the entire syllabus to gain an understanding of the expectations for this course. This course is 100% online. There are no face-to-face meetings.

You will need to access and log into Blackboard at [http://elearn.uta.edu](http://elearn.uta.edu) in order to participate in the 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](http://elearn.uta.edu).

**Required Textbooks:**


Recommended Textbook:

Note: if you are experienced at administering Running Records you probably do not need to buy this book. *If you do not routinely administer Running Records, you will need to purchase a copy.*

Students (children) Needed:

You will complete four literacy reports. You will need to have found two students to assess:

- One student who entered Kindergarten or 1st grade this fall. This is should be an emergent reader. This student will be the subject of your first set of assessments and the focus of your Emergent Literacy Report.
- One student who has already completed the range of 1st grade through 8th grade. This student will be the subject of three sets of assessments and the focus of the Strategic Knowledge & Affective Factors Report, Word Recognition, Fluency, & Spelling Report and the Comprehension Report.

You may not assess your own child for any of the reports.

Also Required:

- 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. **Report 4 (Comprehension) will be submitted in Tk20 as well as Blackboard.** (Tip: It may take several days from the day you buy Tk20 to get access. Don’t wait until the due date to buy it!)

**Journal Readings:**
(see links to articles in Blackboard)


- Rasinski, T.V. (2012). Why reading fluency should be hot! *The Reading Teacher, 65*(8), 517-521. (Link in Week 3 Blackboard)

- Rubin, J. (2011). Organizing and evaluating results from multiple reading assessments. *The Reading Teacher, 64*(8), 606-611. (Link in Week 4)

**Additional Online Readings** (links are available in Blackboard in the Week in which they are covered)

- Dyslexia Defined (pages 1-17)
- Dyslexia Handbook
- Standards for the Assessment of Reading and Writing
- Literacy Foundations Workshop (Emergent Writing) (be sure to view the PDFs)

**Online Videos**

1) Reading Assessment  
2) Informal Assessment

**Course Learning Goals**

LIST 5350 Alignment of Outcomes, Assignments, Standards
<table>
<thead>
<tr>
<th>Texas State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Domains and Competencies</strong></td>
</tr>
<tr>
<td><a href="#">Link</a> to Standards</td>
</tr>
<tr>
<td><strong>Domain I. Instruction and Assessment: Components of Literacy</strong></td>
</tr>
<tr>
<td><strong>TExES Reading Specialist Competency 001 (Oral Language)</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Assignments</td>
</tr>
<tr>
<td><strong>TExES Reading Specialist Competency 002 (Phonological and Phonemic Awareness)</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>- Demonstrates knowledge of delays or differences in students' phonological and phonemic awareness and when such delays/differences warrant further assessment and additional intervention.</td>
</tr>
<tr>
<td><strong>TExES Reading Specialist Competency 003 (Concepts of Print and the Alphabetic Principle)</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>- Demonstrates knowledge of delays or differences in students' understanding of and ability to apply concepts of print and the alphabetic principle and when</td>
</tr>
<tr>
<td>- Readings:</td>
</tr>
<tr>
<td>- Assessment of <strong>alphabetic recognition</strong></td>
</tr>
</tbody>
</table>
such delays/differences warrant further assessment and additional intervention.

<table>
<thead>
<tr>
<th>TExES Reading Specialist Competency 004 (Word Identification)</th>
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<tbody>
<tr>
<td>The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.</td>
</tr>
<tr>
<td>• 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.</td>
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<thead>
<tr>
<th>TExES Reading Specialist Competency 005 (Fluency)</th>
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<tbody>
<tr>
<td>The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 through 12.</td>
</tr>
<tr>
<td>• Demonstrates knowledge of delays or differences in students' reading fluency and when such delays/differences warrant further assessment and additional intervention.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TExES Reading Specialist Competency 006 (Comprehension)</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>• 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.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Readings:</th>
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<tbody>
<tr>
<td>• Assessment of <strong>sight words</strong></td>
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</table>

<table>
<thead>
<tr>
<th>TExES Reading Specialist Competency 006 (Comprehension)</th>
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<table>
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<tr>
<th>Readings:</th>
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<tbody>
<tr>
<td>• Assessment of <strong>fluency</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readings:</th>
</tr>
</thead>
</table>
| Delays/differences warrant further assessment and additional intervention. | Video  
- Informal Assessment  
- Assessment of comprehension |
|---|---|
| **TExES Reading Specialist Competency 007 (Vocabulary Development)**  
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.  
- Demonstrates knowledge of delays or differences in students' vocabulary development and when such delays/differences warrant further assessment and additional intervention. | **Readings:**  
- Assessment of **vocabulary** |
| **TExES Reading Specialist Competency 008 (Written Language)**  
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.  
- Demonstrates knowledge of delays or differences in students' writing and spelling development and when such delays/differences warrant further assessment and additional intervention. | **Readings:**  
- **Literacy Foundations Workshop (Emergent Writing)**  
- Assessment of **spelling** and **writing** |
| **DOMAIN II—INSTRUCTION AND ASSESSMENT: RESOURCES AND PROCEDURES** | **Readings responses/replies/assessments**  
- Videos  
- **Literacy Reports** |
<p>| <strong>National Standards</strong> | <strong>International Reading Association, Reading Specialist Standards</strong> |</p>
<table>
<thead>
<tr>
<th>IRA Standard 3: Assessment, Diagnosis, and Evaluation</th>
<th></th>
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</thead>
</table>
| 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. | • Chapter readings/responses/replies  
  
  • Literacy Report  
    ○ Assessments |
| 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties. | • Chapter readings/responses/replies  
  
  • Literacy Report  
    ○ Assessments  
    ○ Observations During Testing/Discussion of results  
    ○ Summary of assessment results |
| 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. | • Chapter readings/reflections/replies  
  
  • Literacy Report  
    ○ Recommendations |
| 3.4 Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.). | • Chapter readings/reflections/replies  
  
  • Literacy Report  
    ○ Recommendations |

**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**

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

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;
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 spelling and 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 detailed reports that provide 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;
22. become familiar with the definition of dyslexia and the services available to students with this diagnosis.

**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 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 Calendar of Due Dates.
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. **Assignments are not accepted via email.** All work must be posted in Blackboard.
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
It is your responsibility to check the posting to make sure that it is the assignment 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 me within 48 hours after points have been posted if you have any concerns about your grade on a particular assignment.**

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 to meet the requirements of this course.**

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.

17. Children may not be assessed for more than one report in one day.

**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.

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Reading Responses & Replies and other course assignments require you to use information and cite sources from readings. An APA style tutorial is included in Week 1.

- 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) with a 25% deduction in points per day. Check this schedule carefully because many assignments will not be accepted after the initial deadline.

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**Tentative lecture/topic schedule:**
### Week 1

**Introduction to Literacy Assessment & Emergent Literacy**

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


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**Assignments**

- Find a student entering kindergarten or first grade this coming fall to assess.
  - Obtain permission to assess this student from the parent or guardian. Survey the parent. Both forms are found in Week 1
    - Permission form
    - Parent survey
  - Introduce yourself on the discussion board

**Assessment Session 1**

- Alphabet Recognition Chart
- Book-handling Knowledge
- Dictation for phonological awareness

**These assessments are appropriate for beginning readers.**

Post your responses and replies 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.

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**Posting Deadline**

- Introduction of yourself due by Wednesday
- Complete the [APA Tutorial](#) (You will not turn anything in for this tutorial but you are responsible for making sure that all assignments you do turn in are in APA format)
- Complete the [UTA Library tutorial and quiz on acknowledging sources](#). Put in my email address so that your points can be sent to me.

**Closing of Assignment Area**

- Responses due Friday by 11:59 pm
- Replies are due Sunday by 11:59 pm

For exact due dates, please see your Calendar of Due Dates posted with the syllabus in Blackboard.

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These discussion assignments are not accepted past the deadline

Literacy Reports are accepted up to 24 hours past the deadline with a 25% reduction of points per day.
### Week 2

**Strategic Knowledge and Affective Factors**


Find a student who has completed 2nd through 8th grade this past spring to assess.

**Assessment Session 2**

- Elementary Reading Attitude Survey (1st – 6th graders) or Adolescent Reading Attitudes Survey
- Writing Attitude Survey
- Interest inventory
- Parent survey
- Burk Reading Interview (1st-2nd graders) or Awareness of Purposes Interview (3rd grade and above)

**Responsives due Friday by 11:59 pm**

**Replies due Sunday by 11:59 pm**

**Emergent Literacy Report**

For exact due dates, please see your Calendar of Due Dates posted with the syllabus in Blackboard.

| Discussions are not accepted past the deadline. |

| Literacy Reports are accepted up to 24 hours past the deadline with a 25% reduction of points per day. |

### Week 3

**Word Recognition, Fluency, Spelling and Writing**


Rasinski, T.V. (2012). Why reading fluency should be hot! The Reading Teacher, 65(8), 517-521.

Dyslexia Defined (pgs. 1-17)

Dyslexia Handbook

**Assessment Session 3**

- Dolch Word List (1st – 3rd graders) or Essential Words (4th grade and above)
- Multidimensional scale for fluency
- Qualitative Spelling Checklist
- Administer running records
  - Independent level
  - Instructional level
  - Frustration level
  - Words per minute
  - Error rate
  - Self-correction rate
  - Accuracy rate

**Responses due Friday by 11:59 pm**

**Replies due Sunday by 11:59 pm**

**Strategic Knowledge and Affective Factors Report**

For exact due dates, please see your Calendar of Due Dates posted with the syllabus in Blackboard.

| Discussions are not accepted past the deadline. |

| Literacy Reports are accepted up to 24 hours past the deadline with a 25% reduction of points per day. |
### Week 4

**Informal Reading Inventories and Comprehension**


Chapter 7


Rubin, J. (2011). Organizing and Evaluating Results from Multiple Reading Assessments. *The Reading Teacher* 64(8), 606-611. (see link in Blackboard/ Week 4)

<table>
<thead>
<tr>
<th>Assessment Session 4</th>
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<tbody>
<tr>
<td>- Informal Reading Inventory/Roe and Burns</td>
</tr>
<tr>
<td>- Independent level</td>
</tr>
<tr>
<td>- Instructional level</td>
</tr>
<tr>
<td>- Frustration level</td>
</tr>
<tr>
<td>- Miscue Analysis (over IRI) (Form 3.4)</td>
</tr>
<tr>
<td>- Retelling over one of the IRI passages</td>
</tr>
</tbody>
</table>

**DISCUSSIONS**

Responses due Friday by 11:59 pm

Replies due Sunday by 11:59 pm

**Word Recognition, Fluency, & Spelling Report**

For exact due dates, please see your Calendar of Due Dates posted with the syllabus in Blackboard.

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Week 5

Course Wrap-Up

NOTE: Please check email daily during Week 5 and until you receive your grade for this course. We may need to contact you.

Comprehension Report due Tuesday in Tk20 by 11:00 pm

Case Study due by 11:59 pm on Thursday, August 4.

GRADE CALCULATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Assessment Report for Emergent Reader</td>
<td>50</td>
</tr>
<tr>
<td>• Cover Page, organization and mechanics (2)</td>
<td></td>
</tr>
<tr>
<td>• Background Information (3)</td>
<td></td>
</tr>
<tr>
<td>• Assessments and Results (3@10=30)</td>
<td></td>
</tr>
<tr>
<td>• Discussion of Interrelated Effects (8)</td>
<td></td>
</tr>
<tr>
<td>• Recommendations (5@1=5)</td>
<td></td>
</tr>
<tr>
<td>• Scanned copy or digital image of signed permission form (2)</td>
<td></td>
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<tr>
<td>Assessment Report for Strategic Knowledge and Affective Factors</td>
<td>55</td>
</tr>
<tr>
<td>• Background Information (5)</td>
<td></td>
</tr>
<tr>
<td>• Elementary Reading Attitude Survey and Resulting Percentile Ranks OR Adolescent Reading Attitudes Survey (1@10=10)</td>
<td></td>
</tr>
<tr>
<td>• Other Surveys and Results (4@5=20)</td>
<td></td>
</tr>
<tr>
<td>• Discussion of Interrelated Effects (10)</td>
<td></td>
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</tbody>
</table>
- Recommendations (5@1=5)
- Cover page, organization and mechanics (3)
- Scanned copy or digital image of signed permission form (2)

<table>
<thead>
<tr>
<th>Assessment Report for Word Recognition, Fluency and Spelling</th>
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</thead>
<tbody>
<tr>
<td>Background Information (5)</td>
<td></td>
</tr>
<tr>
<td>Assessments and Results (4@10=40)</td>
<td></td>
</tr>
<tr>
<td>Discussion of Interrelated Effects (10)</td>
<td></td>
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<tr>
<td>Recommendations (5@1=5)</td>
<td></td>
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<tr>
<td>Cover page, organization and mechanics (3)</td>
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<td>Scanned copy or digital image of signed permission form (2)</td>
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<table>
<thead>
<tr>
<th>Assessment Report for Comprehension (submit in Tk20 for grading)</th>
<th>55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Information (5)</td>
<td></td>
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<tr>
<td>Assessments and Results (3@10=30)</td>
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<td>Discussion of Interrelated Effects (10)</td>
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<tr>
<td>Recommendations (5@1=5)</td>
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<td>Cover page, organization and mechanics (3)</td>
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<thead>
<tr>
<th>Assembled Case Study</th>
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<tbody>
<tr>
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<tr>
<td>Background Information (5)</td>
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<tr>
<td>Reports 2, 3, and 4 (15)</td>
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<tr>
<td>Discussion of Interrelated Effects (10)</td>
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<td>Summary (5)</td>
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4 responses/replies (10/10 = 80 pts.) 80

**TOTAL** 350

**Grading Scale**

- A = 93-100% = 325-350 pts.
- B = 84-92% = 294-324 pts.
- C = 75-83% = 262-293 pts.
- D = 70-74% = 245-261 pts.
- F = 69% and below

**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
- Case Study (containing literacy reports 2, 3, and 4)
• 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

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

LITERACY REPORTS

Each of the literacy reports will include the assessments and surveys provided in the following bulleted lists. You will need to assess a beginning reader (entering kindergarten or 1st grade this fall) for the first report (Emergent Literacy Assessment Report). This is the first report you will write. Choose a more advanced student (grades 2-8) for the other three reports. **The subject of these three reports should be the same student. 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. **A digital copy of the permission form will be included at the end of each report, not submitted separately.**

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 may not, for any reason, assess the student over assessments from more than one report in one day. You want your student to do the best they possibly can. Some of the assessments can be quite lengthy and you may want to actually spread the session out over several days.

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. There are also sample reports provided in Weeks 2-4.

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**

- Cover page
- Background
- Assessments
  - Alphabetic Recognition
  - Book Handling Tasks
  - Dictation for Phonological Awareness
- Discussion Interrelated Effects
- Recommendations
- Scanned copy or digital image, taken with a camera or phone, of the permission form (must be legible)

These assessments are for a beginning reader. **You must find a student who will enter kindergarten or first grade this 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 samples posted for your use in Blackboard in Weeks 2-4.

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. You are not required to give the interest survey to this student.

**Report 2: Strategic Knowledge and Affective Factors Literacy Assessment/Survey Report**
• Cover page
• Background Information
• Surveys
  o Elementary Reading Attitude Survey (for students who have completed grades 1-6) or Adolescent Reading Attitudes Survey (for students who have completed grade 7 or above)
  o Writing Attitude Survey
  o Interest inventory (survey)
  o Parent Survey
  o Burk Reading Interview (grades 1-2) or Awareness of Purposes Interview (grades 3 or above) (choose based on student grade level)
• Discussion Interrelated Effects
• Recommendations
• Scanned copy or digital image of the permission form (must be legible)

The student you choose for this report will be the one you continue to work with for the next two reports as well. You can use the same background write-up (including information from the parent interview) each time.

Although you may use the some of the information gathered from the Parent Interview Survey in the background section, you will still need to write it up along with the other surveys in order to get points for completing it.

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

• Cover page
• Background
• Assessments
  o Dolch Word List (1st – 3rd graders) or Essential Words (4th grade and above)
  o Multidimensional Scale for Fluency
  o Qualitative Spelling Checklist
  o 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

• Cover page
• 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
  - Discussion of Interrelated Effects
  - Recommendations
  - Scanned copy or digital image of the permission form (must be legible)

Assembled Case Study

The case study is a compilation of Reports 2-4 with a new discussion of interrelated effects and summary. It will be a complete assessment of one student. Since it is the same student, it will only need the following:

- Cover Page
- Background Information (remove the ones from Report 2-4)
- Reports 2-4 with the cover page, background information and signed permission forms removed. They will be considered as “chapters” in the case study. Begin each chapter on a new page.
- Discussion of Interrelated Effects (for information from reports 2-4).
- Summary
- Scanned copy or digital image of the permission form (must be legible)

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.

---

**Emergent Literacy Report Rubric**

<table>
<thead>
<tr>
<th>Section</th>
<th>Target 2 pts</th>
<th>Acceptable 1 pts</th>
<th>Unacceptable 0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover page, organization and mechanics 2 points possible</td>
<td>The report has no errors in formatting, spelling or grammar. There is a cover page (2)</td>
<td>The report has 1 - 2 errors in formatting, spelling or grammar. (1)</td>
<td>The case study has 3 or more errors in the formatting, mechanics and/or organization (0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Target 3 pts</th>
<th>Acceptable 2 pts</th>
<th>Unacceptable 0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Information</td>
<td>The thorough and detailed description of the student’s background that includes</td>
<td>The description of the student’s background is adequate with basic information with no elaboration. There are no missing components. It includes</td>
<td>The description of the student’s background is sketchy in detail or incomplete.</td>
</tr>
<tr>
<td></td>
<td>• how you know the student and how the</td>
<td>• how you know the student and how the</td>
<td>• how you know the student (.25),</td>
</tr>
<tr>
<td></td>
<td>student</td>
<td>student</td>
<td></td>
</tr>
<tr>
<td>Assessments and Results</td>
<td>Target 10 pts</td>
<td>Acceptable 8 pts</td>
<td>Unacceptable (4)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Assessments and Results</td>
<td>The ability to administer, score, and interpret the results of each assessment in a descriptive manner is demonstrated.</td>
<td>The ability to administer, score, and interpret the results of the assessments in a basic manner is demonstrated.</td>
<td>The ability to administer, score, and interpret the results of most of the assessments in a descriptive manner is not demonstrated.</td>
</tr>
<tr>
<td>30 pts (3 @ 10 = 30)</td>
<td>For each assessment:</td>
<td>For each assessment:</td>
<td>For each assessment:</td>
</tr>
<tr>
<td>o Alphabetic Recognition</td>
<td>- A detailed <strong>purpose</strong> of the assessment is provided (1).</td>
<td>- The purpose of the assessment is provided (.5).</td>
<td>- There are components lacking such as the purpose of the assessments (.25)</td>
</tr>
<tr>
<td>o Book Handling Tasks</td>
<td>- The <strong>skills</strong> assessed are given (1).</td>
<td>- The skills assessed are listed (1).</td>
<td>o skills assessed (.5) and</td>
</tr>
<tr>
<td>o Dictation for phonological awareness</td>
<td>- The <strong>accurate results</strong> are presented in the form of levels, or percentiles when applicable, and very thorough descriptions when not (3).</td>
<td>- The outcomes are presented in the form of levels, or percentiles when applicable with an adequate description (2.5).</td>
<td>o clear outcomes (1.5).</td>
</tr>
<tr>
<td></td>
<td>- A thorough and <strong>accurate interpretation</strong> of the student’s</td>
<td>- A basic interpretation of the student’s proficiencies and difficulties on each assessment is provided (4).</td>
<td>- Little or vague information is provided on the student’s proficiencies and difficulties encountered on the assessment (2).</td>
</tr>
<tr>
<td>Discussion of Interrelated Effects</td>
<td>An insightful analysis clearly communicates an understanding of the interrelated effects of the assessment outcomes.</td>
<td>Analysis indicates an understanding of assessment outcomes with possible effects on the student’s literacy and classroom performance.</td>
<td>The limited discussion shows a lack of understanding of possible ways the assessment outcomes can affect student performance and literacy gains.</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8 points possible</td>
<td>A detailed discussion is made of • possible effects on the student’s literacy (3) • possible effect on classroom performance (2). • addresses the assessments collectively according to skills assessed (comprehension, vocabulary, etc) (2). • all opinions are supported by assessment data (1).</td>
<td>A discussion is made of • possible effects the student’s literacy (2) and • possible effect on classroom performance (2.5) • addresses the assessments collectively according to the skills assessed (2.5). • All of the opinions are supported by assessment data (1).</td>
<td>The limited discussion covers some of the possible effects on the student’s literacy (1.5) and classroom performance (1.5). • addresses the assessments individually without regard to possible relations (1). • Any opinions unsupported by assessment data (0).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Target 5 pts</th>
<th>Acceptable 3 pts</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points possible</td>
<td>Each recommendation is detailed and is specifically designed to address relative weaknesses found when the student was assessed. (+3) The parent is the target</td>
<td>Each recommendation includes is designed to address relative weaknesses found when the student’s was assessed (+2). The recommendation does not include a lot of elaboration</td>
<td>The recommendation is generic and/or does not specifically address the needs of the student (0).</td>
</tr>
</tbody>
</table>
audience and it must be written so that it is easily understood by a non-educator. (+2)

In order to earn Target points, you must include the required information.

<table>
<thead>
<tr>
<th>Permission Form</th>
<th>Target 2 pts</th>
<th>Acceptable 1 pts</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(legible digital image)</td>
<td>The image is easily read. (+2)</td>
<td>The image is unclear. (+1)</td>
<td>The image is missing. (0)</td>
</tr>
</tbody>
</table>

### Strategic Knowledge and Affective Factors Report Rubric

<table>
<thead>
<tr>
<th>Section</th>
<th>Target 3 pts</th>
<th>Acceptable 2 pts</th>
<th>Unacceptable 0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization and Mechanics</strong></td>
<td>The report has no errors in formatting, spelling or grammar. Report has a cover page. (3)</td>
<td>The report has 1 - 2 errors in formatting, spelling or grammar or missing a cover page. (2)</td>
<td>The case study has 3 or more errors in the formatting, mechanics and/or organization and cover page is missing. (0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Target 5 pts</th>
<th>Acceptable 4 pts</th>
<th>Unacceptable 1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Information</strong></td>
<td>The thorough and detailed description of the student’s background that includes</td>
<td>The description of the student’s background is adequate with basic information with no elaboration. There are no missing components. It includes</td>
<td>The description of the student’s background is sketchy in detail or incomplete.</td>
</tr>
<tr>
<td></td>
<td>• how you know the student (.5),</td>
<td>• how you know the student (.5),</td>
<td>• how you know the student (.25),</td>
</tr>
<tr>
<td></td>
<td>• how the student was selected (.5),</td>
<td>• how the student was selected (.5),</td>
<td>• how the student was selected (.25),</td>
</tr>
<tr>
<td></td>
<td>• student’s age (.5),</td>
<td>• student’s age (.5),</td>
<td>• the age and/or grade level of the student (.25),</td>
</tr>
<tr>
<td></td>
<td>• student’s literacy background including family</td>
<td>• student’s literacy background including family literacy practiced in the home (2) and</td>
<td>• description of the student’s literacy background</td>
</tr>
<tr>
<td></td>
<td>literacy practiced in the home (3) and</td>
<td>• last grade completed (.5).</td>
<td>including family literacy (.5).</td>
</tr>
<tr>
<td></td>
<td>• last grade completed (.5).</td>
<td></td>
<td>• written as a bulleted</td>
</tr>
</tbody>
</table>
**Assessments and Results**

<table>
<thead>
<tr>
<th>Target 10 pts</th>
<th>Acceptable 8 pts</th>
<th>Unacceptable (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to administer, score, and interpret the results of each assessment in a descriptive manner is demonstrated.</td>
<td>The ability to administer, score, and interpret the results of the assessments in a basic manner is demonstrated.</td>
<td>The ability to administer, score, and interpret the results of most of the assessments in a descriptive manner is not demonstrated.</td>
</tr>
</tbody>
</table>
| For each assessment:  
  - A detailed purpose of the assessment is provided (1).  
  - The skills assessed are given (1).  
  - The accurate results are presented in the form of levels, or percentiles when applicable, and very thorough descriptions when not (3).  
  - A thorough and accurate interpretation of the student's proficiencies and difficulties on each assessment is stated (5). | For each assessment:  
  - The purpose of the assessment is provided (.5).  
  - The skills assessed are listed (1).  
  - The outcomes are presented in the form of levels, or percentiles when applicable with an adequate description (2.5).  
  - A basic interpretation of the student's proficiencies and difficulties on each assessment is provided (4). | For each assessment  
  - There are components lacking such as the purpose of the assessments (.25)  
    - skills assessed (.5) and  
    - clear outcomes (1.5).  
  - Little or vague information is provided on the student's proficiencies and difficulties encountered on the assessment (2). |

<table>
<thead>
<tr>
<th>Surveys</th>
<th>Complete information from the survey is provided in an elaborately detailed description (+5). Partial</th>
<th>Complete information from the survey is provided in a basic description (4 pts).</th>
<th>Survey results are reported in a skeletal manner or are incomplete (+2)</th>
</tr>
</thead>
</table>
| - Interest Inventory  
- Parent Survey | | | |

Must be written in narrative format.

In order to earn Target points, you must include the required information.

- written in narrative format

list will result in deducted points.
- Burk Reading Interview
- Writing Attitude Survey

and vague answers have been probed in order to obtain a clear picture. Parent survey provides rich insights into literacy in the home.

20 pts possible (4 surveys @ a possible 5 pts. each)

Discussion of Interrelated Effects
10 points possible

An insightful analysis clearly communicates an understanding of the interrelated effects of the assessment outcomes.

A detailed discussion is made of
- possible effects on the student’s literacy (3)
- possible effect on classroom performance (3).
- addresses the assessments collectively according to skills assessed (comprehension, vocabulary, etc) (3).
- all opinions are supported by assessment data (1).

In order to earn Target points, you must include the required information.

Analysis indicates an understanding of assessment outcomes with possible effects on the student’s literacy and classroom performance.

A discussion is made of
- possible effects the student’s literacy (2) and
- possible effect on classroom performance (2.5)
- addresses the assessments collectively according to the skills assessed (2.5).
- All of the opinions are supported by assessment data (1).

The limited discussion shows a lack of understanding of possible ways the assessment outcomes can affect student performance and literacy gains.

- Limited discussion covers some of the possible effects on the student’s literacy (1.5) and
- classroom performance (1.5).
- addresses the assessments individually without regard to possible relations (1).
- Any opinions unsupported by assessment data (0).

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Target 5 pts</th>
<th>Acceptable 4 pts</th>
<th>Unacceptable (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each recommendation is detailed and is specifically designed to address relative</td>
<td>Each recommendation includes is designed to address relative</td>
<td>The recommendation is generic and/or does not specifically address the</td>
<td></td>
</tr>
<tr>
<td>5 points possible</td>
<td>1 pts (5 @ 1 = 5) for each</td>
<td>needs of the student (0).</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>address relative weaknesses found when the student was surveyed. The parent is the target audience and it must be written so that it is easily understood by a non-educator. (-1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In order to earn Target points, you must include the required information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permission Form</td>
<td>Target 2 pts</td>
<td>Acceptable 1 pts</td>
<td>Unacceptable (0)</td>
</tr>
<tr>
<td>(legible digital image)</td>
<td>The image is easily read. (+2)</td>
<td>The image is unclear. (+1)</td>
<td>The image is missing. (0)</td>
</tr>
</tbody>
</table>

### Word Recognition, Fluency and Spelling Report Rubric

<table>
<thead>
<tr>
<th>Section</th>
<th>Target 3 pts</th>
<th>Acceptable 2 pts</th>
<th>Unacceptable 0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and Mechanics</td>
<td>The report has no errors in formatting, spelling or grammar. Report has a cover page. (3)</td>
<td>The report has 1 - 2 errors in formatting, spelling or grammar or missing a cover page. (2)</td>
<td>The case study has 3 or more errors in the formatting, mechanics and/or organization and cover page is missing. (0)</td>
</tr>
<tr>
<td>3 points possible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Target 5 pts</th>
<th>Acceptable 4 pts</th>
<th>Unacceptable 1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Information</td>
<td>The thorough and detailed description of the student’s background that includes</td>
<td>The description of the student’s background is adequate with basic information with no elaboration. There are no missing components. It includes</td>
<td>The description of the student’s background is sketchy in detail or incomplete.</td>
</tr>
<tr>
<td>5 points possible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>how you know the student (.5), how the student was selected (.5), student’s age (.5), student’s literacy</td>
<td>how you know the student (.5), how the student was selected (.5), student’s age (.5), student’s literacy background including family literacy practiced in</td>
<td>how you know the student (.25), how the student was selected (.25), the age and/or grade level of the student (.25), description of the</td>
<td></td>
</tr>
<tr>
<td>Assessments and Results</td>
<td>Target 10 pts</td>
<td>Acceptable 8 pts</td>
<td>Unacceptable (4)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>10 pts each</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Word List (Dolch or Essential)</td>
<td>The ability to administer, score, and interpret the results of each assessment in a descriptive manner is demonstrated.</td>
<td>The ability to administer, score, and interpret the results of the assessments in a basic manner is demonstrated.</td>
<td>The ability to administer, score, and interpret the results of most of the assessments in a descriptive manner is not demonstrated.</td>
</tr>
<tr>
<td>• Multidimensional scale for fluency</td>
<td>For each assessment:</td>
<td>For each assessment:</td>
<td>For each assessment:</td>
</tr>
<tr>
<td>• Qualitative Spelling Checklist</td>
<td>• A detailed <strong>purpose</strong> of the assessment is provided (1).</td>
<td>• The purpose of the assessment is provided (.5).</td>
<td>• There are components lacking such as the purpose of the assessments (.25)</td>
</tr>
<tr>
<td>• Running Records</td>
<td>• The skills assessed are given (1).</td>
<td>• The skills assessed are listed (1).</td>
<td>o skills assessed (.5) and</td>
</tr>
<tr>
<td></td>
<td>• The <strong>accurate results</strong> are presented in the form of levels, or percentiles when applicable, and very thorough descriptions when not (3).</td>
<td>• The outcomes are presented in the form of levels, or percentiles when applicable with an adequate description (2.5).</td>
<td>o clear outcomes (1.5).</td>
</tr>
<tr>
<td></td>
<td>• A thorough and <strong>accurate interpretation</strong></td>
<td>• A basic interpretation of the student’s proficiencies and difficulties on each assessment is provided (4).</td>
<td>• Little or vague information is provided on the student’s proficiencies and difficulties encountered on the assessment (2).</td>
</tr>
<tr>
<td></td>
<td>Must be written in narrative format.</td>
<td></td>
<td>There are scanned</td>
</tr>
<tr>
<td></td>
<td>In order to earn Target points, you must include the required information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• student’s literacy background including family literacy (.5).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• written in narrative format</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• written as a bulleted list will result in deducted points.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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of the student's proficiencies and difficulties on each assessment is stated (5).

In order to earn Target points, you must include the required information.

copies of assessments included or the full text is typed in. This is unacceptable. This will result in zero points.

Discussion of Interrelated Effects

10 points possible

An insightful analysis clearly communicates an understanding of the interrelated effects of the assessment outcomes.

A detailed discussion is made of
- possible effects on the student's literacy (3)
- possible effect on classroom performance (3).
- addresses the assessments collectively according to skills assessed (comprehension, vocabulary, etc) (3).
- all opinions are supported by assessment data (1).

In order to earn Target points, you must include the required information.

Analysis indicates an understanding of assessment outcomes with possible effects on the student's literacy and classroom performance.

A discussion is made of
- possible effects the student's literacy (2) and possible effect on classroom performance (2.5)
- addresses the assessments collectively according to the skills assessed (2.5).
- All of the opinions are supported by assessment data (1).

The limited discussion shows a lack of understanding of possible ways the assessment outcomes can affect student performance and literacy gains.

- Limited discussion covers some of the possible effects on the student's literacy (1.5) and classroom performance (1.5).
- addresses the assessments individually without regard to possible relations (1).
- Any opinions unsupported by assessment data (0).
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Target 5 pts</th>
<th>Acceptable 4 pts</th>
<th>Unacceptable (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points possible</td>
<td>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) In order to earn Target points, you must include the required information.</td>
<td>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)</td>
<td>The recommendation is generic and/or does not specifically address the needs of the student (0).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Permission Form</th>
<th>Target 2 pts</th>
<th>Acceptable 1 pts</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(legible digital image) 2 pts.</td>
<td>The image is easily read. (+2)</td>
<td>The image is unclear. (+1)</td>
<td>The image is missing. (0)</td>
</tr>
</tbody>
</table>

### Comprehension Report Rubric

<table>
<thead>
<tr>
<th>Section</th>
<th>Target 3 pts</th>
<th>Acceptable 2 pts</th>
<th>Unacceptable 0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization and Mechanics</strong></td>
<td>The report has no errors in formatting, spelling or grammar. Report has a cover page. (3)</td>
<td>The report has 1 - 2 errors in formatting, spelling or grammar or missing a cover page. (2)</td>
<td>The case study has 3 or more errors in the formatting, mechanics and/or organization and cover page is missing. (0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Target 5 pts</th>
<th>Acceptable 4 pts</th>
<th>Unacceptable 1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Information</strong></td>
<td>The thorough and detailed description of the student’s background that includes</td>
<td>The description of the student’s background is adequate with basic information with no elaboration. There are no missing components. It includes</td>
<td>The description of the student’s background is sketchy in detail or incomplete.</td>
</tr>
</tbody>
</table>
Must be written in narrative format.

In order to earn Target points, you must include the required information.

<table>
<thead>
<tr>
<th>Target 10 pts</th>
<th>Acceptable 8 pts</th>
<th>Unacceptable (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessments and Results</strong></td>
<td><strong>The ability to administer, score, and interpret the results of each assessment in a descriptive manner is demonstrated.</strong></td>
<td><strong>The ability to administer, score, and interpret the results of the assessments in a basic manner is demonstrated.</strong></td>
</tr>
<tr>
<td>10 pts each</td>
<td>For each assessment:</td>
<td>For each assessment:</td>
</tr>
<tr>
<td>- Informal Reading Inventory</td>
<td>- <strong>A detailed purpose</strong> of the assessment is provided (1).</td>
<td>- The purpose of the assessment is provided (.5).</td>
</tr>
<tr>
<td>- Miscue Analysis</td>
<td>- The <strong>skills</strong> assessed are given (1).</td>
<td>- The skills assessed are listed (1).</td>
</tr>
<tr>
<td>- Retelling</td>
<td>- The <strong>accurate results</strong> are presented in the form of levels, or percentiles when applicable, and very thorough descriptions when not (3).</td>
<td>- The outcomes are presented in the form of levels, or percentiles when applicable with an adequate description (2.5).</td>
</tr>
<tr>
<td></td>
<td>- A thorough and <strong>accurate interpretation</strong> of</td>
<td>- A basic interpretation of the student’s proficiencies and difficulties on each assessment is provided (4).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Target 5 pts</td>
<td>Acceptable 4 pts</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Discussion of</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interrelated Effects</strong></td>
<td>An insightful analysis clearly communicates an understanding of the interrelated effects of the assessment outcomes.</td>
<td>Analysis indicates an understanding of assessment outcomes with possible effects on the student's literacy and classroom performance.</td>
</tr>
<tr>
<td>10 points possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In order to earn Target points, you must include the required information.</td>
<td>In order to earn Target points, you must include the required information.</td>
</tr>
<tr>
<td></td>
<td>A detailed discussion is made of • possible effects on the student's literacy (3) • possible effect on classroom performance (3). • addresses the assessments collectively according to skills assessed (comprehension, vocabulary, etc) (3). • all opinions are supported by assessment data (1).</td>
<td>A discussion is made of • possible effects the student's literacy (2) and • possible effect on classroom performance (2.5) • addresses the assessments collectively according to the skills assessed (2.5). • All of the opinions are supported by assessment data (1).</td>
</tr>
</tbody>
</table>

| **Recommendations**    | Each recommendation is detailed and is specifically designed to address relative weaknesses found when the student was assessed. The parent | Each recommendation includes is designed to address relative weaknesses found when the student’s was assessed. The recommendation does not | The recommendation is generic and/or does not specifically address the needs of the student (0). |
| 5 points possible       |                                        |                  |                  |
| 1 pts (5 @ 1 = 5) for   | Each recommendation is detailed and is specifically designed to address relative weaknesses found when the student was assessed. The parent | Each recommendation includes is designed to address relative weaknesses found when the student’s was assessed. The recommendation does not | The recommendation is generic and/or does not specifically address the needs of the student (0). |
Each is the target audience and it must be written so that it is easily understood by a non-educator. (-1)

In order to earn Target points, you must include the required information.

<table>
<thead>
<tr>
<th>Permission Form</th>
<th>Target 2 pts</th>
<th>Acceptable 1 pts</th>
<th>Unacceptable 0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>(legible digital image) 2 pts.</td>
<td>The image is easily read. (+2)</td>
<td>The image is unclear. (+1)</td>
<td>The image is missing. (0)</td>
</tr>
</tbody>
</table>

### Case Study Rubric

<table>
<thead>
<tr>
<th>Section</th>
<th>Target 3 pts</th>
<th>Acceptable 2 pts</th>
<th>Unacceptable 0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and Mechanics</td>
<td>The report has no errors in formatting, spelling or grammar and includes a cover page (3)</td>
<td>The report has 1 - 2 errors in formatting, spelling or grammar. (2)</td>
<td>The case study has 3 or more errors in the formatting, mechanics and/or organization. (0)</td>
</tr>
<tr>
<td>Background Information</td>
<td>The thorough and detailed description of the student’s background that includes: how you know the student (.5), how the student was selected (.5), student’s age (.5), student’s literacy background including family literacy practiced in the home (3) and last grade completed (.5). Must be written in narrative format.</td>
<td>The description of the student’s background is adequate with basic information with no elaboration. There are no missing components. It includes how you know the student (.5), how the student was selected (.5), student’s age (.5), student’s literacy background including family literacy practiced in the home (2) and last grade completed (.5). written in narrative</td>
<td>The description of the student’s background is sketchy in detail or incomplete. how you know the student (.25), how the student was selected (.25), the age and/or grade level of the student (.25). description of the student’s literacy background including family</td>
</tr>
<tr>
<td>Target 5 pts</td>
<td>Acceptable 4 pts</td>
<td>Unacceptable (0)</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Reports 2, 3, and 4</td>
<td>Report is included. The cover page and parent permission forms have been removed. It has a title at the top of the first page like a chapter.</td>
<td>Report is included. The cover page and parent permission forms have been removed. It does not have a title at the top of the first page like a chapter.</td>
<td>The report is missing.</td>
</tr>
<tr>
<td>Discussion of Interrelated Effects</td>
<td>An insightful analysis clearly communicates an understanding of the interrelated effects of the assessment outcomes. Related outcomes from the strategic knowledge and affective factors (3), word recognition, spelling, fluency (3), and comprehension (3) assessments and possible effects on the student’s literacy are discussed. Opinions are supported by assessment data (1).</td>
<td>The analysis communicates an understanding of the interrelated effects but does not cover the related outcomes in depth.</td>
<td>The limited discussion shows a lack of understanding of possible ways the assessment outcomes can affect student performance and literacy gains. - Limited discussion covers some of the possible effects on the student’s literacy (1.5) and classroom performance (1.5). - addresses the assessments individually without regard to possible relations (1). - Any opinions unsupported by assessment data (0).</td>
</tr>
<tr>
<td>Summary</td>
<td>The detailed summary addresses strengths and weaknesses found</td>
<td>The summary has an acceptable amount of</td>
<td>The summary is</td>
</tr>
</tbody>
</table>
when the student was assessed. Refers back to recommendations. detail. Refers back to recommendations. missing.

<table>
<thead>
<tr>
<th></th>
<th>Target 2 pts</th>
<th>Acceptable 1 pts</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permission Form</td>
<td>The image is easily read. (+2)</td>
<td>The image is unclear. (+1)</td>
<td>The image is missing. (0)</td>
</tr>
<tr>
<td>(legible digital image)</td>
<td>2 pts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. Summarize!
- Do not any 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
DISCUSSIONS

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) as they relate to the required readings. Each student will respond to two postings of classmates.

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 (scroll to the bottom of the page)

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. The format for the response part of this assignment is as follows:

- Seven Key Points I Learned/I Found Interesting: Cite at least six (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 have observed in your sessions or personal experience 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) this summer, or in your classroom experience (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 THREE of your peers’ responses by 11:59pm on the day they are due. Label your replies as Reply 1A, Reply 1B, and 1C. 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?

**WEEK 1 Readings/ Reading Response/Replies Discussion**

- McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction (2nd ed.)*. New York: Guilford Press. Chapters 1, 2, and 4
• Video: *Reading Assessment*
• *Literacy Foundations Workshop (Emergent Writing)*
  o Pages 3-29.

**WEEK 2/Reading Response/Replies Discussion**

• McKenna, M.C., & Kear, D.J. (1990, May). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher, 43*(8), (Link in Week 2 Blackboard)

**WEEK 3/Reading Response/Replies Discussion**

• Rasinski, T.V. (2012). Why reading fluency should be hot! *The Reading Teacher, 65*(8), 517-521.
• *Dyslexia Defined* (pgs. 1-17)
• *Dyslexia Handbook* (chapters 1-3)

**WEEK 4/Reading Response/Replies Discussion**

• Rubin, J. (2011). Organizing and Evaluating Results from Multiple Reading Assessments. *The Reading Teacher 64*(8), 606-611.

See Calendar of Due Dates for deadlines.

**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.

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

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>10</td>
<td>7</td>
<td>0 – 2</td>
</tr>
<tr>
<td>Posts the three required replies according to the required format (3)</td>
<td>Posts two required replies according to the format (2)</td>
<td>Does not follow format for replies or make required number of replies (0)</td>
<td></td>
</tr>
<tr>
<td><strong>Replies to Peers</strong></td>
<td>All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to sessions (4)</td>
<td>Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to sessions (3)</td>
<td>Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to sessions (0-1)</td>
</tr>
<tr>
<td><strong>Extension of Dialogue</strong></td>
<td>Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (3)</td>
<td>Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2)</td>
<td>Engages in limited discussion with peers or limited extension of the dialogue (0-1)</td>
</tr>
</tbody>
</table>

### Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).
American with Disabilities Act (ADA):  

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services:  

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

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 Integrity:  

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other
sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**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.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://wweb.uta.edu/aao/fao/](http://wweb.uta.edu/aao/fao/)).

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week **unless specified in the class syllabus.** During Final Review Week, an instructor shall not give any examinations constituting 10% or more...
of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Writing Center.** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit https://uta.mywconline.com/ to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

**Library Information:**

Librarian to Contact: Andy Herzog (amherzog@uta.edu) or Lydia Pyburn (lpyburn@uta.edu)

- Library Home Page: [http://www.uta.edu/library](http://www.uta.edu/library)
- Subject Guides: [http://libguides.uta.edu](http://libguides.uta.edu)
- Course Reserves: [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- Connecting from Off-Campus: [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
- Ask A Librarian: [http://ask.uta.edu](http://ask.uta.edu)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php).

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.