LIST 5350: Literacy Assessment  
Summer 2017

Instructor
Dr. Dana Owens
Email: dana.owens@uta.edu

Dr. Dana Owens is a clinical assistant professor in the College of Education 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:
Course Title: Literacy Assessment
Course Number: LIST 5350

Office Telephone Number:
817-272-7449 (Email is the best way to contact me.)

Email address:
dana.owens@uta.edu. I will reply to email or questions posted on the discussion board within 48 hours.

Time and Place of Course Meetings:
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 in order to participate in the course.

Office Hours:
Available through Blackboard Collaborate upon request.

Catalog Description
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 listed for this course.

TEXTBOOKS

Required Textbooks:


  
  
  Be advised that some students have complained that they cannot print from the Kindle version. You will need to be able to make copies of assessments.

Optional Text:

   
   - Available at https://www.amazon.com/Running-Records-Classroom-Teachers-Marie/dp/0325002991 or your favorite bookstore
   - This book can also be purchased from the publisher at http://www.heinemann.com/products/E00299.aspx or at the UTA bookstore.
**Student (child) Needed:**

You will assess one student who fall within the range of 2\textsuperscript{nd} through 9\textsuperscript{th} grades. A child/student who is currently in 2\textsuperscript{nd}, 3\textsuperscript{rd}, 4\textsuperscript{th}, 5\textsuperscript{th}, 6\textsuperscript{th}, 7\textsuperscript{th}, 8\textsuperscript{th}, or 9\textsuperscript{th} grade is acceptable. This student will be the focus of a diagnostic report.

*You may not assess your own child.*

**Course Objectives**

1. Identify four models of reading assessment and their components
2. Explain purposes and uses for a variety of formal and informal assessment tools of literacy
3. Apply literacy strategies for helping students with various needed literacy skills
4. Administer attitude surveys and informal literacy assessments
5. Use instructional strategies with students as determined by assessment outcomes
6. Provide assessment results and interpretations and recommendations for support in literacy
7. Define dyslexia and explain knowledge of reading difficulties, dyslexia, and reading disabilities.
8. Identify, interpret, and discuss the interactive nature of the following components of literacy: phonics, phonemic awareness, vocabulary, fluency, comprehension, and writing.

**Module Objectives**

1. Define terminology and describe models related to literacy assessment; (LO 1)
2. Describe four models related to literacy development and assessment (LO 1)
3. Compare and contrast various purposes of assessment; (LO 1)
4. Explain the strengths and weaknesses of both formal and informal assessments (LO 1)
5. Describe appropriate uses of scores from standardized tests; (LO 1)
6. Demonstrate knowledge of assessment measures for understanding reading development. (LO 2)
7. Explain how reading attitudes, interests, and self-concept impact student achievement (LO 1, LO 4)
8. Explain of the relationship between instruction and assessment; (LO 3, LO 4)
9. Develop the ability to administer and interpret a variety of informal reading, writing, and listening assessments (LO 4, LO 6)
10. Develop an awareness of literacy strategies and teach them as needed based on need as indicated by assessment outcomes (LO 3, LO4, LO 5)
11. Develop an understanding of the interactive nature and multiple reasons for differences and difficulties in reading, writing, listening and speaking; (LO 7, LO 8)
12. Develop the ability to administer and interpret a variety of informal literacy assessments (LO 4)
13. Identify ways to increase student vocabulary and comprehension strategies. (LO 3)
14. Recognize key characteristics of a developmental view of spelling and writing; (LO 1, LO3)
15. Explain assessment measures for understanding writing and spelling development; (LO 1)
16. Describe the role fluency plays in literacy, how fluency is assessed, and how fluency skills can be developed. (LO 8)
17. Develop the ability to choose assessments for emergent literacy (LO 1, LO 2, LO 8)
18. Define and discuss dyslexia and other reading difficulties and disabilities and discuss the services available. (LO 1, LO 7)
19. Develop a detailed report that provides an analysis of a student’s abilities in literacy development that discusses the outcomes in terms of areas of strengths and weaknesses. (LO 6)
20. Synthesize the assessment results to create a description of the students’ literacy skills and abilities. (LO 6)
21. Demonstrate knowledge of strategies to inform students, parents, teachers and other professionals about the student’s strengths and weaknesses related to literacy development; (LO 3, LO 4)

Course 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 blank. 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 your instructor 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.

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

- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates unless otherwise 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.

**Alignment of 2010 IRA/NCATE Reading Specialist Standards and TExES Reading Specialist Standards**

**TExES State Standards - Reading Specialist Certification**
Please Note: To access a complete copy, please visit the following: [http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=6054](http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=6054)

**Reading Specialist Standard I - Components of Reading:** The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Reading Specialist Standard II - Assessment and Instruction:** The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

**Reading Specialist Standard III - Strengths and Needs of Individual Students:** The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

**Reading Specialist Standard IV - Professional Knowledge and Leadership:** The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.
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<thead>
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<th>IRA/NCATE</th>
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<td>1.1</td>
<td>Standard I</td>
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### 2010 IRA /NCATE Program Standards for Reading Specialist

**IRA Standard 1. Foundational Knowledge.** Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. As a result, the candidates:

1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

**Standard I - Components of Reading: Oral Language**

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard I - Components of Reading: Phonological and Phonemic Awareness**

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard I - Components of Reading: Concepts of Print and the Alphabetic Principle**

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard I - Components of Reading: Word Identification**

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard I - Components of Reading: Fluency**

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard I - Components of Reading: Comprehension**
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<td><strong>The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</strong></td>
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**Standard I - Components of Reading: Vocabulary Development**

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard I - Components of Reading: Written Language**

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

| **1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.** | **Standard IV - Professional Knowledge and Leadership: Theoretical Foundations and Research-Based Curriculum**

The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs. |

| **1.3 Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.** | **Standard IV - Professional Knowledge and Leadership: Theoretical Foundations and Research-Based Curriculum**

The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs. |

| **IRA Standard 2. Curriculum and Instruction.** | **Standard II - Assessment and Instruction: Instructional Methods and Resources**

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, the candidates:

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. |

| **Standard II - Assessment and Instruction: Instructional Methods and Resources**

The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students. |

| **Standard II - Assessment and Instruction: Instructional Methods and Resources**

The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students. |
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<tr>
<td>2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</td>
<td><strong>Standard II - Assessment and Instruction: Instructional Methods and Resources</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</td>
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<td><strong>IRA Standard 3, Assessment, Diagnosis, &amp; Evaluation.</strong> Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</td>
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<tr>
<td>3.1 Understand types of assessments and their purposes, strengths, and limitations.</td>
<td><strong>Standard II - Assessment and Instruction: Assessment</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</td>
</tr>
<tr>
<td>3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</td>
<td><strong>Standard II - Assessment and Instruction: Assessment</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</td>
</tr>
<tr>
<td>3.3 Use assessment information to plan and evaluate instruction.</td>
<td><strong>Standard II - Assessment and Instruction: Assessment</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students. <strong>Standard II - Assessment and Instruction: Instruction for English Language Learners</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students. <strong>Standard III. Strengths and Needs of Individual Students: Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</strong>&lt;br&gt;The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</td>
</tr>
<tr>
<td>3.4 Communicate assessment results and implications to a variety of audiences.</td>
<td><strong>Standard II - Assessment and Instruction: Assessment</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students. <strong>Standard II - Assessment and Instruction: Instruction for English Language Learners</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</td>
</tr>
<tr>
<td><strong>IRA Standard 4. Diversity.</strong> Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</td>
<td><strong>Standard III. Strengths and Needs of Individual Students: Instruction for English Language Learners</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</td>
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<td>exist in society and their importance in learning to read and write.</td>
<td>The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</td>
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</table>

**Standard III. Strengths and Needs of Individual Students:**
*Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities*

The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

**Standard III. Strengths and Needs of Individual Students:**
*Instruction for English Language Learners*

The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

**Standard III. Strengths and Needs of Individual Students:**
*Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities*

The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

4.3 Develop and implement strategies to advocate for equity.

**Standard III. Strengths and Needs of Individual Students:**
*Instruction for English Language Learners*

The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

**Standard III. Strengths and Needs of Individual Students:**
*Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities*

The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

**IRA Standard 5. Literate Environment.** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:
<table>
<thead>
<tr>
<th>2010 IRA /NCATE Program Standards for Reading Specialist</th>
<th>TExES Reading Specialist Standards</th>
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<tbody>
<tr>
<td><strong>5.1 Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.</strong></td>
<td><strong>Standard II - Assessment and Instruction: Instructional Methods and Resources</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</td>
</tr>
<tr>
<td><strong>5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.</strong></td>
<td><strong>Standard II - Assessment and Instruction: Instructional Methods and Resources</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</td>
</tr>
<tr>
<td><strong>5.3 Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</strong></td>
<td><strong>Standard II - Assessment and Instruction: Instructional Methods and Resources</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</td>
</tr>
<tr>
<td><strong>5.4 Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</strong></td>
<td><strong>Standard II - Assessment and Instruction: Instructional Methods and Resources</strong>&lt;br&gt;The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</td>
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**IRA Standard 6. Professional Learning and Leadership.** Candidates view professional development as a career-long effort and responsibility. As a result, candidates:

| **6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.** | **Standard IV - Professional Knowledge and Leadership: Collaboration, Communication, and Professional Development**<br>The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs. |
| **6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.** | **Standard IV - Professional Knowledge and Leadership: Collaboration, Communication, and Professional Development**<br>The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs. |
| **6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development** | **Standard IV - Professional Knowledge and Leadership: Collaboration, Communication, and Professional Development**<br>The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs. |
TENTATIVE LECTURES AND ASSIGNMENT SCHEDULE:

- Complete all assignments by the posting deadline noted. Deadlines are 11:59 p.m. Central Time for the dates unless otherwise noted.
- Some assignments may be accepted after an initial deadline (see schedule below). Check this schedule carefully because some assignments will not be accepted after the initial deadline.
- A penalty of 25% will be assessed from any assignment that is late.
- All discussion areas will be permanently closed after assignment deadlines or after the window for late posting. Once areas are closed, candidates will not be allowed to post in those areas and will lose the points for that assignment.

**Course Schedule**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Dana Owens

<table>
<thead>
<tr>
<th>Lesson Title/Assigned Reading</th>
<th>Assignments</th>
<th>On Time Due Date</th>
<th>Last Posting Date with Late Penalty</th>
</tr>
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<tbody>
<tr>
<td>6.4 Understand and influence local, state, or national policy decisions.</td>
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<td>Some work submitted after this date will be accepted with a 25% late penalty.</td>
<td>(This is the last date to post with a 25% late penalty. There may NOT be a window to submit late work for all assignments.)</td>
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Module 1
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<tr>
<th>Lesson Title/Assigned Reading</th>
<th>Assignments</th>
<th>On Time Due Date</th>
<th>Last Posting Date with Late Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Assessment for reading instruction:</td>
<td>Post your introduction Wednesday of Week 1 and reply to peers by Friday</td>
<td>Due: Wednesday 6/7</td>
<td>N/A This is a group activity and is not accepted late.</td>
</tr>
<tr>
<td>Ch. 1: Introduction to Reading Assessment</td>
<td>Reading Response</td>
<td>Due Friday 6/9 by 11:59 pm</td>
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<tr>
<td>Ch. 2: General Concepts of Assessment</td>
<td>Replies</td>
<td>Due Tuesday 6/13 by 11:59 pm</td>
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<tr>
<td>Ch. 10: Affective Factors</td>
<td>Informal Replies</td>
<td>Due Thursday 6/15 by 11:59 pm</td>
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<td></td>
<td>Quiz 1</td>
<td>Open 6/6 – 6/18</td>
<td>Not accepted late.</td>
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**Module 2**

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<thead>
<tr>
<th>From: Assessment for reading instruction:</th>
<th>Assignments</th>
<th>On Time Due Date</th>
<th>Last Posting Date with Late Penalty</th>
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<tbody>
<tr>
<td>Ch. 3: Informal Reading Inventories and Other Measures of Oral Reading</td>
<td>Reading Response</td>
<td>Due Friday 6/23 by 11:59 pm</td>
<td>N/A This is a group activity and is not accepted late.</td>
</tr>
<tr>
<td>Ch. 8: Comprehension</td>
<td>Replies</td>
<td>Due Tuesday 6/27 by 11:59 pm</td>
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<tr>
<td>Informal Replies</td>
<td>Due: Thursday 6/29 by 11:59 pm</td>
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<tr>
<td>Lesson Plan/Reflection 2</td>
<td>Due: Sunday 7/2 by 11:59 pm</td>
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<tr>
<td>Quiz 2</td>
<td>Open 6/19-7/2</td>
<td>Not accepted late.</td>
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**Module 3**

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<th>From: Assessment for reading instruction:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ch. 5: Word</td>
<td>Reading Response</td>
<td>Due Friday 7/7 by 11:59 pm</td>
<td>N/A This is a group activity and is not accepted late.</td>
</tr>
<tr>
<td></td>
<td>Replies</td>
<td>Due Tuesday 7/11 by 11:59 pm</td>
<td></td>
</tr>
<tr>
<td>Lesson Title/Assigned Reading</td>
<td>Assignments</td>
<td>On Time Due Date</td>
<td>Last Posting Date with Late Penalty</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------</td>
<td>-----------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Recognition and Spelling</td>
<td>Informal Replies</td>
<td>Due: Thursday 7/13 by 11:59 pm</td>
<td></td>
</tr>
<tr>
<td>Ch. 6: Fluency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ch. 7: Vocabulary</td>
<td>Lesson Plan/Reflection 3</td>
<td>Due: Sunday 7/16 by 11:59 pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quiz 3</td>
<td>Open 7/3-7/16</td>
<td>Not accepted late.</td>
</tr>
</tbody>
</table>

**Module 4**

**From: Assessment for reading instruction:**

| Ch. 4: Emergent Literacy       | Reading Response    | Due Friday 7/21 by 11:59 pm      | N/A                                 |
| Ch. 9: Strategic Knowledge     | Replies             | Due Tuesday 7/25 by 11:59 pm     | This is a group activity and is not accepted late. |
| Dyslexia Defined (pgs. 1-17)   |                     |                                   |                                     |
|                               | Lesson Plan/Reflection 4 | Due: Thursday 7/27 by 11:59 pm | Accepted on Monday with a 25% penalty |
|                               | Quiz 4              | Open 7/17-7/30                   | Not accepted late.                  |

**Module 5**

**From: Assessment for reading instruction:**

| Ch. 11: Preparing a Diagnostic Reading Report | Diagnostic Reading Report | Due Monday 8/7 evening by 11:59 pm | Accepted on Tuesday with a 25% penalty |
| Dyslexia Handbook (chapters 1-3)             | Quiz 5                  | Open: 7/31-8/9                    | Not accepted late.                    |

*All assignments must be posted by 11:59 p.m. CENTRAL TIME on the date indicated unless otherwise noted.*

Assignments (Detailed guidelines follow later in the syllabus):
• Introduce Yourself on the Discussion Board
• Reading Response/Replies/Informal Replies (Discussions)
• Lesson Plans/Reflections
• Diagnostic Report
• Quizzes

All assignments must use APA format when appropriate. For example, you will need a reference list for most of the diagnostic report. For information on how to create an APA style reference list, please see https://owl.english.purdue.edu/owl/resource/560/05/. You will find other helpful information there as well on citing your resources correctly.

**Grade Calculation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (Get acquainted posting)</td>
<td>5 pts.</td>
</tr>
<tr>
<td>Discussions</td>
<td>40 pts.</td>
</tr>
<tr>
<td>Lesson Plans/Reflections</td>
<td>80 pts.</td>
</tr>
<tr>
<td>Diagnostic Reading Report</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50 pts.</td>
</tr>
</tbody>
</table>

**Grading Scale**

The final grading scale for total points is as follows:

- 209-225 = A (93-100 points = A)
- 195-208 = B (87-92 points = B)
- 171-194 = C (76-86 points = C)
- 157-170 = D (70-75 points = D)
- 156 and below = F (below 70 = F)

Instructional support specialists will make every effort to grade assignments within 48 hours after the due date of the assignment.

**Detailed Guidelines for Assignments:**

1) **GET ACQUAINTED POSTING (5 points)**

   a) General Introduction to the Discussion Board (5 points).
   
   Click on "Q & A Discussions". Click the "Introduction" link and then click "Create Thread" to make your post. Write a 2-3 paragraph introduction. It should include: your name, teaching assignment (district, school, grade level, and subject area, if applicable) OR your certification level and subject area. Tell us about yourself.

   Also, read others' posts and make at least **five** or more formal and **substantive** comments to others in your forum. Post as early as you can to allow others to post comments. Check back for comments and replies.

**Grading Rubric for Get Acquainted Posting**

<table>
<thead>
<tr>
<th>Credit</th>
<th>No Credit</th>
</tr>
</thead>
</table>
2) LESSON PLANS/REFLECTIONS (4 at 20 points each for 80 points total)

You will create four lesson plans. One for each assessment/tutoring session. Each one will have the following sections:

**Shared Reading:** This is where you and your student will take turns reading a book of the student’s choice. This book should be at the student’s independent or instructional level. This book should be chosen by the student out of several you have brought to the session. This will give you an opportunity to listen carefully as your student reads.

**Assessment:** During this time, you will administer the assessment(s) for that session. The session for each week have certain assessments that will be administered. See the list under each week in Blackboard.

**Instruction:** During each session, you will have planned an instructional activity based on assessment outcomes or needs you have observed while reading with the student. For the first session or two, these may be based on what you have observed in the shared reading. After the second session, this instruction should be based on areas of relative weakness determined by assessment outcomes. Cite the TEKS used in each instructional activity. They can be found at [http://tea.texas.gov/curriculum/teks/](http://tea.texas.gov/curriculum/teks/).

**Writing:** You will plan a creative writing activity for the student for each session. It should be fun for the student. This is how you will obtain writing samples that you will need for spelling assessment. There are ideas in Blackboard for creative writing activities.

**Reflection:** Immediately after each session, fill in the journal-type entry where you record what took place and your reflections. This is attached to your lesson plan. Please be specific and include important details, such as what the child said and the name of a book read (as opposed to saying the child liked the book and we read a picture book). This will be an invaluable resource when writing your diagnostic report. Plus, it can be rewarding to look back at what took place once your sessions are completed.

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Submissions: Each week you will submit your lesson plan/reflection, copies/images of the completed assessments. In Week 1, the signed permission form must be included. You may scan the assessments and the permission form or take legible pictures on your phone of them.

*There is a template for the Lesson Plan/Reflections in each Weekly Module in Blackboard.*

### Grading Rubric

<table>
<thead>
<tr>
<th>Tasks for Lesson Plan</th>
<th>Expert 20</th>
<th>Acceptable 15</th>
<th>Unacceptable 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Fully developed lesson plan that follows required format. The one page reflection includes rich detail with a paragraph for part of</td>
<td>Lesson plan follows required format with both sections: Section 1 being the lesson plan and Section 2, the reflection (3)</td>
<td>Does not follow format for assignment or missing some or all of required parts of the lesson and/or the reflection (1)</td>
</tr>
</tbody>
</table>
### Tasks for Lesson Plan

<table>
<thead>
<tr>
<th>Expert</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>

- **Understanding of learners and P-12 student standards**
  - **Expert**
    - Demonstrates in depth understanding of learners and P-12 student standards and an ability to construct well-developed goals and objectives for instruction that draw on TEKS and areas of relative weakness as determined by the assessments (5)
  - **Acceptable**
    - Demonstrates general understanding of learners and P-12 student standards and an ability to construct goals and objectives for instruction that draw on TEKS (4)
  - **Unacceptable**
    - Demonstrates limited understanding of learners and P-12 student standards and/or has problems constructing goals and objectives for instruction that draw on TEKS (2)

- **Knowledge of content and instructional resources**
  - **Expert**
    - Shows in depth knowledge of skills to be taught as well as instructional resources and procedures that are best suited to the learner based on the needs of the learner (5)
  - **Acceptable**
    - Shows good knowledge of literacy skills taught as well as instructional resources and procedures that are suited to the learner (8)
  - **Unacceptable**
    - Lesson plan limited and/or lacks any real insights about learners, content, or pedagogy (4)

- **Ability to plan appropriate assessments**
  - **Expert**
    - Shows well-developed ability to administer and score appropriate assessments correctly (5)
  - **Acceptable**
    - Shows ability to administer and score appropriate assessments (3)
  - **Unacceptable**
    - Has difficulty administering and/or scoring the assessments (2)

### 3) Diagnostic Report (50 pts.)

You will work with a student who recently completed a grade level between first through 10th. You will meet with the student for no less than four sessions, spending 45 minutes-1 ½ hours with the student, depending upon how much time is spent during each session and how many sessions are needed. During this semester, you will work with the child for a minimum of five-six hours. In making these arrangements, it is important to ask about and consider the student’s schedule as well as your own. If the student is going out of town or has a busy schedule during this course, then you perhaps should reconsider your selection. It is not appropriate or fair to the student to combine sessions to meet requirements of the course. At the same time, it would not benefit you to not be able to complete the diagnostic report or not follow the guidelines of the assignment. Finding a place to meet with the student for each session should include finding a place free of noise and distractions. Your sessions with the student should be rewarding for both of you. You should be providing authentic, meaningful literacy experiences for the student, which, in turn, will be meaningful learning experiences for you. Please know you must follow guidelines for assessments that are discussed in your textbooks and in class.

Begin your diagnostic report by introducing the student and describing the number of times you met with the student, the time spent with the student, and the overall structure of the sessions (as described in this syllabus). Subsequent section headings can be presented according to the assessments (e.g., Interest Inventory, Responses to Literature/Discussion). For each section, provide a description of an
assessment, the student’s responses/your analysis. For the provided instruction, describe what you did and the student’s responses. Similarly, describe any changes or progress you observed. Provide a conclusion in the final section, where you provide for the reader a detailed overview of the student’s progress.

There is a template for the diagnostic report posted in Week 5 in Blackboard.

Diagnostic Reading Report Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>(1) Expert</th>
<th>(1) Acceptable</th>
<th>(0) Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar &amp; Formatting</td>
<td>The report has no errors in formatting, organization, spelling, or grammar</td>
<td>The report has one errors in formatting, organization, spelling, or grammar</td>
<td>The report has 2 or more errors in formatting, organization, spelling, or grammar</td>
</tr>
<tr>
<td>Background Information (2)</td>
<td>Includes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o how you know the child (.25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o child’s age (.25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o grade just completed (.25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o description of environments where sessions held (.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o number of sessions (.25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o structure (.25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expert (14)</td>
<td>Acceptable (12)</td>
<td>(8) Unacceptable</td>
</tr>
<tr>
<td>Assessment Procedures &amp; Results (14)</td>
<td>o purpose given</td>
<td>Points are deducted per assessment if there is one to two components missing or unclear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o skills assessed provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o outcomes in the form of levels or percentiles when applicable/very thorough descriptions when not</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o outcomes very, very clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Inventory (1)</td>
<td>Purpose given (.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responses summarized (.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude Survey (2.5)</td>
<td>Purpose given (.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outcomes given in percentile ranks (.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results explained (1.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word List (2)</td>
<td>Purpose provided (.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results explained (1.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expert (2)</td>
<td>Acceptable (1)</td>
<td>Unacceptable (0)</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>Instruction has the required info with thorough descriptions.</td>
<td>Instruction has most of the required info with descriptions.</td>
<td>Instruction has some of the required info with inadequate descriptions.</td>
</tr>
<tr>
<td>4@2=8</td>
<td>Instruction has the required info with thorough descriptions.</td>
<td>Conclusion has all of the required information</td>
<td>Conclusion has only some of the required information</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Description of writing activities is detailed with elaboration.</td>
<td>Conclusion has all of the required information</td>
<td>Conclusion has only some of the required information</td>
</tr>
<tr>
<td>4@2=8</td>
<td>Description of writing activities is detailed with elaboration.</td>
<td>Conclusion has all of the required information</td>
<td>Conclusion has only some of the required information</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td>Includes:</td>
<td>Conclusion has all of the required information</td>
<td>Conclusion has only some of the required information</td>
</tr>
<tr>
<td>Responses &amp; Discussion (Shared Reading)</td>
<td>Includes:</td>
<td>Conclusion has all of the required information</td>
<td>Conclusion has only some of the required information</td>
</tr>
<tr>
<td>4@2=8</td>
<td>titles and author's names</td>
<td>Conclusion has all of the required information</td>
<td>Conclusion has only some of the required information</td>
</tr>
<tr>
<td></td>
<td>what you said</td>
<td>Conclusion has all of the required information</td>
<td>Conclusion has only some of the required information</td>
</tr>
<tr>
<td></td>
<td>what the child said &amp; student's responses to the books</td>
<td>Conclusion has all of the required information</td>
<td>Conclusion has only some of the required information</td>
</tr>
<tr>
<td></td>
<td>paragraph for each session</td>
<td>Conclusion has all of the required information</td>
<td>Conclusion has only some of the required information</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Conclusion has all of the required information</td>
<td>Conclusion has most of the required information</td>
<td>Conclusion has only some of the required information</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Expert (5)</td>
<td>Acceptable (4)</td>
<td>Unacceptable (1)</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1@5=5 Parents (2.5) - Reading, Writing</td>
<td>Recommendations are focused on areas of relative weakness and include thorough and detailed instructions that a non-educator can easily implement. (2.5)</td>
<td>One to two of the recommendations is unclear or lacks detail.</td>
<td>Three or more of the recommendations are unclear or lack detail or the recommendations are skeletal as a whole.</td>
</tr>
<tr>
<td>Professionals (2.5) - Reading, Writing</td>
<td>Recommendations are focused on areas of relative weakness and include thorough and detailed instructions that a professional educator can easily implement. (2.5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) READING RESPONSE & REPLIES HAS TWO PARTS A) RESPONSE & B) REPLIES.

**Description:** Candidates will engage in an electronic discussion in response to three key points in the readings from the textbook, any videos covered videos, and your sessions with your student. The electronic discussion has two parts: a) candidate’s original response to text, sessions and online readings and b) candidate’s replies to peers.

**Part A: Response:** Candidates will submit to the Group Discussion Board a response summarizing their session for that module if it has been conducted yet and making connections between the session, the readings (3 key points from readings) and other experiences they’ve had related to their session. Personal experiences in the classroom should be included as well. Mark the posting with the following label: Response #1, etc.

**Part B: Replies:** Following response posting, candidates will return to the discussion board to read and reply to at least three peer’s responses. Label replies as Reply 1A, Reply 1B, & Reply 1C. The format for the reply part of this assignment is as follows.

- **Personal Connections:** Why did you choose this posting to respond to?
- **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 specific resources, your experiences in your session, etc.)

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 . . .
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.
- How was your experience with your student similar to the post to which you are responding?
- How was your experience different?
- What are some ideas you can share with the person who wrote the post?
- What worked well with your student?
- What might you need some help with?

### READINGS

**TEXTBOOK: Assessment for Reading Instruction, 3rd ed.**
Readings given by chapter

**ASSESSMENT BOOK: Informal Reading Inventory, 8th ed.**
Readings given by section (see Module 3)

**Module 1**
- Ch. 1 – Introduction to Reading Assessment
- Ch. 2 – General Concepts of Assessment
- Ch. 10 - Affective Factors

**Module 2**
- Ch. 5 – Word Recognition and Spelling
- Ch. 6 – Fluency
- Ch 7 – Vocabulary

**Module 3**
- Ch. 3 - Informal Reading Inventories and Other Measures of Oral Reading
- Ch. 8 – Comprehension
- Informal Reading Inventory – Sections 1 and 2 (not included in the Reading Response)
**Module 4**
- Ch. 4 - Emergent Literacy
- Ch. 9 – Strategic Knowledge
- [Dyslexia Defined](#) published by Texas Scottish Rites Hospital for Children, pages 1-17.

**Module 5**
- Ch. 11 – Preparing a Diagnostic Reading Report

### Grading Rubric

#### Tasks for Part A: Reading Response

<table>
<thead>
<tr>
<th></th>
<th>Expert 5</th>
<th>Acceptable 4</th>
<th>Unacceptable 0-2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></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><strong>Three key points</strong></td>
<td>Notes three key points drawn from the text readings with session experiences and other teaching experiences including excellent elaboration, in depth insights, application to their session, and specific examples (4)</td>
<td>Notes two points drawn from text readings with session experiences/personal teaching experiences and insights, application to the session, and examples (3)</td>
<td>Does not note two or more points and/or points are limited or superficial (2)</td>
</tr>
</tbody>
</table>

#### Tasks for Part B: Replies

<table>
<thead>
<tr>
<th></th>
<th>Expert 5</th>
<th>Acceptable 4</th>
<th>Unacceptable 0-2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Posts three required replies according to the required format (1)</td>
<td>Posts two required replies according to the required format (.5)</td>
<td>Does not follow format for replies or make required number of replies (0)</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 the sessions (2)</td>
<td>Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to the sessions (1.5)</td>
<td>Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to the sessions (1)</td>
</tr>
<tr>
<td><strong>Extension of</strong></td>
<td>Engages in genuine in</td>
<td>Engages in good</td>
<td>Engages in limited</td>
</tr>
</tbody>
</table>

---
<table>
<thead>
<tr>
<th>Tasks for Part B:</th>
<th>Expert</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replies</td>
<td>5</td>
<td>4</td>
<td>0-2</td>
</tr>
<tr>
<td>Dialogue</td>
<td>depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (2)</td>
<td>discussion with peers, providing support and encouragement and some extension of the dialogue (2)</td>
<td>discussion with peers or limited extension of the dialogue (1)</td>
</tr>
</tbody>
</table>

**Literacy Assessment Bibliography for Additional Readings**


National Research Council (1998) *Preventing Reading Difficulties in Young Children*.


**Institutional Policies**

**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/).

**Americans with Disabilities Act**
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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**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).

**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.

**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).
**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).

**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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**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.myconline.com/](https://uta.myconline.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/](http://www.uta.edu/owl/).

**UTA Libraries**

**Library & Research Assistance:** University-level research requires university-level sources. Contact the Library for personalized help in navigating research resources and locating the sources you need.

- **Librarian:** Your librarian is **Diane Shepelwich**, dianec@uta.edu. If you need help getting started with your research or have questions along the way, contact Diane for personalized assistance.
- **Research Coach:** Research Coaches are UTA students trained to help you frame your research questions, develop search strategies, understand citation styles, and select and evaluate relevant resources, [http://libguides.uta.edu/researchcoach](http://libguides.uta.edu/researchcoach)
- **Library Staff:** Find library staff at the Service Zone, Central Library first floor, or at the branch libraries, by phone at (817) 272-3395, by text at (817) 727-8395, email at AskUs@uta.edu, or chat on the library’s homepage, [http://library.uta.edu/](http://library.uta.edu/)
- **Research Consultation:** To set an appointment to meet with your librarian or research coach, [http://library.uta.edu/form/appointment-request-form](http://library.uta.edu/form/appointment-request-form)
- **Research Guides:** For a list of useful guides to help you start your research, visit: [http://libguides.uta.edu/](http://libguides.uta.edu/)

**Netiquette Expectations**
When creating and replying in the discussion forum, you must follow the below guidelines:

- Review your work before you post.
- Make sure to present your ideas in a clear, logical order and in a non-threatening tone.
- To help convey tone, use popular emoticons such as 😊 (smiley face). But, be careful not to overuse them.
- Avoid writing in all capital letters as this conveys shouting.
- Use appropriate and non-offensive language. Additionally, slang, sarcasm, and abbreviations can be misunderstood.
- Respect others and their opinions. Disagree respectfully.
- Adhere to copyright rules and cite your sources.

When emailing your instructor or academic coach, you must follow the below guidelines:

- Always include the course name in the subject of your email
- Use appropriate language – no slang or abbreviations
- Emails are professional in manner, so no emoticons

**Plagiarism**
Plagiarism is the presentation of another person’s work as your own, whether you mean to or not!
Copying or paraphrasing passages from another writer’s work without acknowledging that you’ve done so is plagiarism. Allowing another writer to write any part of your essay is plagiarism. Plagiarism is a serious offense. If you are suspected, you will be called before the Vice President for Student Affairs for disciplinary action. You will be given an incomplete for the course until your case is resolved. Plagiarism is easy to avoid. Simply acknowledge the source of any words, phrases or ideas that you use. If you’re not sure how to quote or paraphrase a source or if you need help with the format of endnotes or bibliographies, check with me. While you can (and should) seek the help and advice of friends, classmates, and tutors, be sure that your written work is completely your own.

To learn how to properly acknowledge sources, complete the UTA Library’s tutorial located at http://library.uta.edu/plagiarism/.

**Commitment to Diversity**
In our commitment to the furthering of knowledge and fulfilling our educational mission, the School of Education at The University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.

In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

**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

University of Texas at Arlington, College of Education
Conceptual Framework

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, Professionalism, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, Knowledge, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals.

The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

- **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.