Angelo State University
RDG 4301: Assessment and Evaluation of Reading and Writing
Fall 2017
8:00-9:20 TT
Carr/EFA 128

Instructor: Associate Professor Marva Solomon Ph.D.
Office: Carr/EFA 120
Office Hours: 11-12, 1-2 MW; 11-1 TT;
Email: marva.solomon@angelo.edu
Office phone: (available first day of class)
Sign up for Remind:

Course Description: An examination of appropriate assessment and evaluation strategies for the classroom teacher to utilize. Both formal and informal assessment measures are introduced for evaluation of student performance and planning instruction. Prerequisites: RDG 3332, 3335, and 3336.
Co-requisite: RDG 4303

Required Text:
Strategies for Reading Assessment and Instruction: Helping Every Child Succeed. 5th Edition.
Authors: Reutzel and Cooter
ISBN-10: 0133783642
Course IDEA Objectives: Candidates will experience progress in:
1. Learning to apply course material (to improve thinking, problem solving, and decisions).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Learning how to find and use resources for answering questions or solving problems.

Candidate Learning Outcomes: Candidates will:
1. Review and explain major theories that underlie literacy learning.
2. Develop factual knowledge about assessments and activities to support student improvement in identified areas of need.
3. Examine, select, and share a variety of literacy assessments and instructional strategies.
4. Prepare, administer and appraise information from informal reading inventories and assessment measures to determining children’s reading abilities and instructional needs.
5. Synthesize information drawn from performing assessments and activities with one child into a case study format.

Course Major Assignments Overview

Pre-Field Assignments
Running Records/Miscue Analysis – Use video resources to learn about running records and miscue analysis. Complete running record/miscue analysis with child recorded on video.
IF/Then Lesson A – Plan a lesson based on running record/miscue analysis.

Field Assignments
Assessment Collection – You will keep a collection of assessments that were part of your field lessons.
Special Reader Modules – You will work with a special reader to complete assessments and an If/Then Assessment and Lesson..
Case Study – You will complete a 3-5 page case study about your special reader.

Assignment Categories and Weights

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<thead>
<tr>
<th>Assignments</th>
<th>Gradebook Categories</th>
<th>Gradebook Category Weights</th>
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<tbody>
<tr>
<td>Running Record/Miscue Analysis</td>
<td>Discussion</td>
<td>Discussion Category = 15% of Final Grade</td>
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<tr>
<td>If/Then Lesson A</td>
<td>Discussion</td>
<td>Blog = 20% of Final Grade</td>
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<tr>
<td>Assessment Collection</td>
<td>Blog</td>
<td>Assignments = 45% of Final Grade</td>
</tr>
<tr>
<td>Special Reader Modules</td>
<td>Assignments</td>
<td>Special Reader Case Study = 20% of Final Grade</td>
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<tr>
<td>Special Reader Case Study</td>
<td>Test</td>
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<tr>
<td>Quizzes</td>
<td>Discussion</td>
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<tr>
<td>Attendance and Participation</td>
<td>Discussion</td>
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<tr>
<td>Learner.org Video Response</td>
<td>Discussion</td>
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# RDG 4301 Course Schedule (Draft)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Course Topics, Readings, and Homework</th>
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| 8/29  | 8:35-9:35 | - Course Introduction - Syllabus  
- Blackboard Walkthrough  
- Caleb Reads *Brown Bear Brown Bear*  
- Assessment Powerpoint – Look at Interest Inventories  
- **HW**: Make your Interest Inventories |
| 8/31  | 8:35-9:35 | - Teacher Phonics Assessment  
- Running Records (textbook)  
- Introduce Writing Sample Packet and Quick Phonics Screener  
- Guess the Covered Word/Cueing Systems Powerpoint  
- Watch Student Reading *Lucky Goes to Dog School* (textbook)  
- **HW**: Running Records Playlist w/ Packing Transcript |
| 9/5   | 8:35-9:35 | - Learner.org Video and written response  
- Informal Reading Inventories (textbook)  
- Introduce DRA2 for K-3  
- **HW**: Running Records Playlist - Analysis |
| 9/7   | 8:35-9:35 | - Learner.org video and written response  
- DRA2 for 4-8  
- Exit Slips  
- **HW**: Running Record with Sheila reading *Catch that Frog* |
| 9/12  | 8:35-9:35 | - Debrief Running Record/Miscue Analysis as Small Group  
- Plan an If/Then Lesson for Sheila (textbook Chapter 7)  
- Anecdotal Records  
- **HW**: Complete Lessons |
| 9/14  | 8:35-9:35 | - Review Field Requirements for RDG 4301  
- Assessment Collection Blog  
- **HW**: Chapter 1 and 2 Quiz (textbook) |
| 9/19  | 8:30-10:50| - Field Observation Only – Generate Questions for Class Padlet |
| 9/21  | 8:30-10:50| - Field Observation Only – Generate Questions for Class Padlet |
| 9/26  | 8:30-10:50| - Field Experience Begins – 9/26 through 12/7  
- Absent Make up Day 11/21  
- First Lessons Plans and Reflections Due  
- Cooperating Teacher will assign you a Special Reader by this week. |
| 12/14 | NA        | - Special Reader Case Study Due – 12/14  
- We will NOT meet for this final |
OUTCOMES for 4301 (INTASC, SBEC Standards)

SBEC Standards

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

The beginning teacher knows and understands:

10.1k appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion referenced state tests) and informal assessments (e.g., curriculum based reading assessments and informal reading inventories) related to the development of literacy in young students;

10.2k formative and summative uses of assessment;

10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;

10.4k how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);

10.5k how students’ use of self-evaluation and self-monitoring procedures can enhance literacy development;

10.6k how students’ use of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion referenced state tests) and informal assessments (e.g., curriculum based reading assessments and informal reading inventories) related to the development of literacy in young students;

10.7k how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);

10.8k how students’ use of self-evaluation and self-monitoring procedures can enhance literacy development;

INTASC Standards

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Performances

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.

Essential Knowledge

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
Angelo State University General Policies

Attendance Policy:
Candidates are to adhere to ASU policy OP 10.4 and Unit policy.
http://www.angelo.edu/opmanual/#s10

ASU OP10.15 Providing Accommodations for Students with Disabilities
http://www.angelo.edu/opmanual/#s10
Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty
Candidates are to be familiar with the ASU Student Handbook and the University Honor Code which includes the “Student Academic Honor Code Statement”
Candidates are to adhere to ASU policy. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. Plagiarism or the use of Internet Web, etc. prepared papers is strictly forbidden! Faculty utilize Internet search links that assist in identifying plagiarized materials.