RDG 4301: Assessment and Evaluation of Reading and Writing. 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.

RDG 4303: Reading and Language Arts Instructional Strategies for the Elementary and Middle School Teacher. This field-based course emphasizes the integration of research and theories concerning the processes of learning reading and language arts knowledge and skills. This course is the capstone field-based experience in reading/language arts prior to the clinical teaching (student teaching) experience. A field-based experience is required.

Prerequisites: RDG 3332, 3335, and 3336.

Co-requisite: RDG 4303

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.
RDG 4301 Candidate Learning Outcomes
Candidates will:
• Review and explain major theories that underlie literacy learning.
• Develop factual knowledge about assessments and activities to support student improvement in identified areas of need.
• Examine, select, and share a variety of literacy assessments and instructional strategies.
• Prepare, administer and appraise information from informal reading inventories and assessment measures to determining children's reading abilities and instructional needs.
• Synthesize information drawn from performing assessments and activities with one child into a case study format.

RDG 4303 Candidate Learning Outcomes
Candidates will:
• Understand that reading is a language process and the teaching of reading should be integrated with that of the other language arts: writing, listening, speaking, viewing, and representing.
• Recognize and plan for a wide range of individual differences in the classroom.
• Use a variety of approaches to teach reading.
• Understand the role of assessing each student’s strengths and weaknesses in providing successful instruction.
• Demonstrate knowledge of English/Language Arts TEKS (http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.pdf) and TExES competencies (http://www.texas.ets.org) related to Reading and Language Arts.

Angelo State University Undergraduate Learning Goals
Students will:
2e. Core skills - Use technological resources to access and communicate relevant info.
3a. Specialized knowledge - Demonstrate technical and analytical skills that are appropriate to their fields of study and applicable to future careers.
3d. Specialized knowledge – Apply classroom learning in a combination of reflective practice and experiential education.
5. Cultural identity – Practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.

Major Assignments Overview
Pre-Field Assignments RDG 4301 - 4303
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.
Attendance and Participation - Attendance and participation is required.
Practice Test – You will have the opportunity to complete a practice test for the state TExES core subjects.
Chapter Tests – A total of 4 textbook quizzes will be required during the semester.

Field Assignments RDG 4301- 4303
Special Reader Modules – You will work with a special reader to complete specific assessments and reflections.
Lesson Plans – You will need to teach and plan a minimum of five different lesson plans before you start your integrated unit. Eight or more is optimum. If you do not have a lesson plan, you are required to submit a note on Blackboard. At least one lesson must cover writing TEKS.
Integrated Unit and Reflection – Near the end of the semester you will complete a unit that connects language arts to a content area. You will submit specific plan sheet and video reflection.
Teacher Assessment Interview – Interview your cooperating teacher about the assessments she gives to her class.
## RDG 4301/4303 Course Schedule (Draft)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Times</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>8:30-10:45</td>
<td>Course Introduction – ppt. Syllabus Overview Name Cards and Bookmarks Student Observations Resources in 128 Caleb Reads <em>Brown Bear, Brown Bear</em> Blackboard Overview <strong>Homework:</strong> Read Assessment Position Statement, Read Chapter 10</td>
</tr>
<tr>
<td>1/18</td>
<td>8:30-10:45</td>
<td>Reading Engagement Chapter 10 Definitions <strong>Homework:</strong> Test Chapter Ten</td>
</tr>
<tr>
<td>1/23</td>
<td>8:30-10:45</td>
<td>Chapter 6 Speaker – 9:30 a.m. Cueing System Powerpoint Running Records <strong>Homework:</strong> Read Ch. 6, <em>Running Records</em> 1-6</td>
</tr>
<tr>
<td>1/25</td>
<td>8:30-10:45</td>
<td>Lesson Planning/Assessment <strong>Homework:</strong> Running Records 9,10, Chapter 6 Test</td>
</tr>
<tr>
<td>1/30</td>
<td>8:30-10:45</td>
<td>DRA2 K-3, DRA 4-8 Informal Reading Inventory <strong>Homework:</strong> Print TExES manual</td>
</tr>
<tr>
<td>2/1</td>
<td>8:30-10:45</td>
<td>TExES Competencies/Practice Test Integrated Unit <strong>Homework:</strong> “Catch that Frog”/RRMiscue Analysis</td>
</tr>
<tr>
<td>2/6</td>
<td>8:30-10:45</td>
<td>Oral Reading/Miscue Analysis Word Study/Word Analysis <strong>Homework:</strong> Read Chapter 4</td>
</tr>
<tr>
<td>2/8</td>
<td>8:30-10:45</td>
<td>Field Placement Prep Teacher Assessment Interview <strong>Homework:</strong> Formative vs. Summative Article t-chart, Chapter 4 Test</td>
</tr>
<tr>
<td>2/13 to 5/3</td>
<td>8:30-11:00</td>
<td>• Field Placement Begins 2/13 and goes through 53. Lesson plan or note for the week due every Monday evening (blackboard.) 2nd Week plans due (2/19) 4/10– Post Integrated Unit Plan in Blackboard and Lesson Plan padlet 5/3 – Integrated Unit Written Reflection</td>
</tr>
<tr>
<td>5/8</td>
<td></td>
<td><strong>Final:</strong> Integrated Unit Video</td>
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</tbody>
</table>
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 the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;

10.7k the importance of providing many opportunities for students to experience extended reading of narrative and expository texts; and

10.8k how to determine students’ independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.

INTASC Standards

#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.
OUTCOMES for 4303 (INTASC, SBEC Standards)

SBEC Standards
Standard 1-10. Students in RDG 4303 will have opportunities to practice most of the English Language Arts knowledge and skills.

INTASC Standards
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

ISTE Standards
Designer
Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:
a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

Facilitator
Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:
a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces, or in the field.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
Angel 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” www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf. 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.