# RDG 4301 and 4303

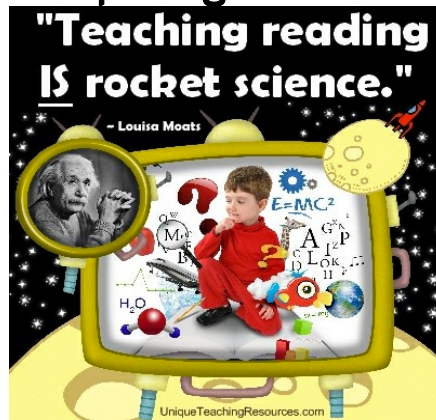## Angelo State University
## Spring 2017



**Time:** TT 8:00-10:45
**Location:** Carr/EFA Rm. 128; also field-based

**Instructor:** Marva Solomon, Ph.D.
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**office:** Carr/EFA Rm. 120
**office hours:** 11-1 MW, TT, F = e-hours 11-1; by appointment

## Course Descriptions

**RDG 4301: Assessment and Evaluation of Reading and Writing.** This course provides an examination of appropriate assessment and evaluation strategies for classroom teachers. Informal assessment measures are introduced for evaluation of student performance and planning instruction.

**RDG 4303: Reading and Language Arts: Instruction and Strategies.** Students will apply reading knowledge and skills in a variety of settings: primary, intermediate, and middle school.

Prerequisites: Reading 3332, 3335, 3336/3339,
Co-requisites: RDG 4301 and RDG 4303

**There are no required texts for these courses.**

# Course Learning Objectives

These courses are designed to provide pre-service teachers the opportunities to:

- 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.texes.ets.org) related to Reading and Language Arts.
- Respond to diverse needs of students in the classroom.

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

# IDEA Objectives pertaining to course evaluations:

1. The main purpose of these courses are to apply material learned in previous reading courses by developing lessons to teach in the schools.

2. Candidates also develop specific skills, competencies, and points of view needed by professionals in the field related to teaching reading.

3. They are able to find and use resources for answering questions or solving problems.

# COURSE ASSIGNMENTS OVERVIEW

1. **Pre-Field Activities –** Attendance in mandatory. Homework is always due the next class day. No late work accepted. (4303, 4301)
2. **Professionalism –**Excellent attendance, being on time, appropriate dress and appropriate interactions with school faculty, peers and students are the keys to professionalism. (4303)
3. **Lesson Plans –** Lesson plans are to be turned in weekly on Monday evenings once Field Placement starts. Lesson plans will also need to be kept in the front pocket of your Field Notebook until your professor checks off. Past lesson plans should be moved to the appropriate section of the notebook. (4301, 4303)
4. **Reflections –** Reflections are required for each day you are in the field. They should reflect how the lesson went, how you know you had an effect on student learning, and how you will use information gathered in future plans. (4303)
5. **Notebook –** You are required to keep your Field Notebook with you each day at your field placement. You are required to keep up your communication sheet, lesson plans, and reflections updated. (4303)
6. **Integrated Unit and Integrated Unit Reflection–** You will create an integrated unit with your teacher partner(s). More detailed requirements and format are posted on Blackboard. (4303)
7. **Assessment Portfolio and Case Study –** You will complete a portfolio of assessments and interventions for one special reader. (4301)



During Field Placement, you will probably work with small groups. (See picture at top of page.) You will plan lessons based on TEKS standards, and reflect on how effective you were in teaching those TEKS. As a part of your assessment portfolio, you are required to create a game based on spelling inventory results and other assessments. (Pictured left.)

# Assignment Points/Weight Breakdown

**RDG 4301**

| Assignments | Points |
|---|---|
| Miscue Analysis | 50 |
| Running Record | 25 |
| Formative vs. Summative t-chart | 10 |
| Assessment Portfolio | 100 |
| Pre-Field Activities | 25 |
| Case Study | 90 |
| Game Day | 25 |

**RDG 4303**

| Assignments | Points |
|---|---|
| Lesson Plans | 120 |
| Integrated Unit Plan | 50 |
| Integrated Unit Reflection | 30 |
| Pre-Field Activities | 25 |
| Field Notebook | 50 |
| Reflections | 75 |
| Professionalism | 50 |

# 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"
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*.

# Course Schedule (Draft)

| Date | Class Times | Activities |
|---|---|---|
| 1/17 | 8:35-10:45 | Course Introduction – ppt.<br>Syllabus Overview<br>Name Cards and Bookmarks<br>Slack introduction<br>Interest Inventories/ Reading Inventories<br>Blackboard Overview<br>**Homework:** SAISD Background Check<br>Make Interest Inventories |
| 1/19 | 8:35-10:45 | Case Study and Assessment Packet Directions<br>DRA2 Word Analysis<br>Phonemic Awareness<br>Concepts of Print<br>SOLOM<br>**Homework:** Prepare Notebook(s) and Notebook Cover |
| 1/24 | 8:35-10:45 | Writing Sample and Assessment<br>Speaker – 9:30 a.m.<br>Cueing System Powerpoint<br>**Homework:** Running Records<br>https://www.youtube.com/playlist?list=PLshPmFIb-bTMwvXIppkzAJL035XMyFsA4 |
| 1/26 | 8:35-10:45 | Phonics/Decoding/Word Analysis<br>Lesson Planning/Assessment<br>Taskstream<br>Spelling Assessment<br>**Homework:** Running Records 6,9,10 |
| 1/31 | 8:35-10:45 | DRA2 K-3, DRA 4-8<br>Review Running Records<br>Informal Reading Inventory<br>**Homework:** Print TExES Materials<br>http://cms.texes-ets.org/texes/prepmaterials/texes-preparation-manuals/ |
| 2/2 | 8:35-10:45 | Special Reader Project/Case Study<br>TExES Competencies/Practice Test<br>Criterion referenced vs. norm referenced<br>http://www.edpsycinteractive.org/topics/measeval/crnmref.html |
| 2/7 | 8:35-10:45 | Integrated Mini-Unit<br>Teacher Made Game<br>Matching Texts to Readers<br>**Homework:** Field Prep Podcasts |
| 2/9 | 8:35-10:45 | Field Placement Prep<br>Getting to Know You Lesson<br>**Homework: Formative vs Summative Aritcle T-Chart**<br>http://schools.nyc.gov/NR/rdonlyres/33148188-6FB5-4593-A8DF-8EAB8CA002AA/0/2010_11_Formative_Summative_Assessment.pdf |
| 2/14 to 5/4 | 8:00-10:30 or 8:30-11:00 | • Field Placement Begins 2/14 and goes through 5/4.<br>• Lesson plan or note for the week due <u>every</u> Monday evening (blackboard.)<br>• First Week plans due (2/15)<br>• 4/11– Post Integrated Unit Plan in Blackboard<br>• 4/11 – Teacher Made Game Day (Meet at university – 9 to 10:30)<br>• 5/4 – Integrated Unit Final Reflection |
| 5/9 | 9:00-10:30 | **Final:** Debriefing, Integrated Unit Poster 5/9<br>Unit Poster is required, but not graded.<br>5/11 – Assessment Portfolio and Case Study due by 11:59 p.m. |

# 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 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**
**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.

*\*4303 gives students the opportunity to experience and demonstrate most ELAR SBEC and INSTASC standards.*

# Join #Slack for class communication.

Slack is a collaboration app that will allow us to communicate with professor to student and student to student during the semester. This should help us keep up with assignments during a busy and challenging semester.

There is a slack app for iphones, androids, tablets, mac, and windows computers. Or it can be accessed through the web. The app can be set for "always connected" communication, or you can turn off notifications and check in when you wish. If you choose the latter option, it will be your responsibility to remember to check in to see if something important is posted.

You can also choose options like accessing Slack on all your devices, or just your computer. Select the options under the Settings menu in the application. (The settings are accessed under the cog wheel icon.)

Why use Slack instead of just Blackboard? Slack gives a unique opportunity for student to student conversation so you can help each other as well as access the professor easily. You can ask questions of the professor and your peers will be able to access the answer. (There are also options for private conversations.)

Here is the link to join our team:
https://rdgblockspr17.slack.com/shared_invite/MTI2MDIyMDA4NzQyLTE0 ODQwMTMyMDQtODBINWJIMGQ5OA