**RDG 4301**
Assessment and Evaluation of Reading and Writing

Angelo State University
Spring 2020

**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 2306, 3332, 3335 or 3339, and 3336. **Co-requisite:** RDG 4303.

**Instructor:** Marva Solomon, Ph.D.
**Room:** Carr/EFA 128
**Office:** Carr/EFA 120
**Office Phone:** 6957
**Cell Phone:** ___________ (available first day of class)

**Time:** 8:00–9:15
**Office Hours:** MTWT: 11–1
**Email:** marva.solomon@angelo.edu

**Required Text:**

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Please join our Remind class site for communications once we are in the field.
Candidate Learning Outcomes. Candidates will:
1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.
2. Expand knowledge about the types, characteristics, and application of commonly used literacy assessment and instructional approaches.
3. Develop skill in identifying students’ literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs.
4. Develop knowledge and skill in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.
5. Develop knowledge and skill in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.

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.

ASU Undergraduate Learning Goals
2 Core Skills
• comprehend and critically interpret information in written and oral forms;
• communicate information and ideas effectively;

3 Specialized Knowledge
• demonstrate competencies and achievements appropriate to their fields of study;
• apply classroom learning in a combination of reflective practice and experiential education.

5 Cultural Identity
• demonstrate respect for differences among cultures;
• practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.
**Class Participation and Engagement.** During class, you will be expected to engage actively in assignments, homework, and activities which are designed to help you increase your knowledge, skills, and dispositions pertaining to reading assessment and instruction. Active engagement entails making sustained and substantive contributions by completing assigned readings, class activities and homework, regular attendance, and collaborating with others online and offline. *(30% of course grade)*

**Special Reader Assessment Project** In this project, you will have the opportunity to learn and practice skills regarding the collection and use of literacy assessment data to inform instruction for readers and writers K-8. Your specific tasks are as follows:

a. Administer a set of informal assessment measures to determine the child’s strengths and needs. Assessments are ideally collected from administration of specific assessments directly to the child (e.g., an informal reading inventory, an attitude survey, and a developmental spelling test);
b. Analyze and interpret the assessment data obtained with the goal of diagnosing the child’s literacy strengths and needs.
c. Use the assessment findings to develop and implement an evidence-based literacy intervention (e.g., lesson plan, game, literacy “back pack”) aimed at enhancing the child’s literacy skills.
d. Prepare a report in letter form that describes the work accomplished and reflecting on your professional learning and growth as a result of completing this project.

Criteria for evaluating the success of this final report will focus on the extent to which you have (a) effectively conducted and used assessment data to inform literacy instruction, (b) designed an effective intervention to address the needs of your student, and (c) implemented your intervention, and (d) produced a well written literacy report that showcases your literacy assessment and instruction expertise. *(40% of course grade)*

**Quizzes.** There are 3 scheduled quizzes covering content covered in assigned readings and other course content. The content of the quizzes is designed to reinforce your preparedness in assessing and teaching K-8 students having difficulty reading and/or writing. *(30% of course grade)*
**Course Attendance Policy.** Excellent attendance is required for this course. Real learning cannot happen with poor attendance. Students missing more than 2 days of this course will be penalized at least 5 points on the final course grade. Students are encouraged to email Dr. Solomon before or directly after absences, but this is a courtesy and not mandatory. Excessive tardies are subject to being counted toward absences. Dr. Solomon does not distinguish between excused and unexcused absences; special accommodations are handled on a case by case basis.

**Course Outline and Schedule.** This course calendar is subject to change. Changes will only be made if they benefit teacher candidate learning.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, Activities</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/14</td>
<td>Course Introduction/Introduction to The Big 5 and Assessment</td>
<td>Locate a child between Kindergarten and 8th grade to be your special reader. You may “share a child” with one other student if partner work fits your learning style.</td>
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<td>Interesting Interest Inventories/</td>
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<td>1/16</td>
<td>Cooter &amp; Reutzel, Chapters 1 &amp; 2 Assessment and RTI</td>
<td>Formative vs Summative article and T–Chart Special Reader Project Introduction</td>
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<td>ILA Literacy Assessment Statements</td>
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<td>Formative Assessment</td>
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<td>Reading Attitude Surveys</td>
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<td>1/21</td>
<td>Cooter &amp; Reutzel, Chs. 3 and 4: Early Literacy Skills, Phonemic Awareness, Concepts of Print, Oral Language</td>
<td>Share interest inventories (flipgrid)</td>
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<td>1/23</td>
<td>Cooter &amp; Reutzel, Ch. 5 Phonics/ Word Recognition</td>
<td>Quiz #1</td>
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<td>Teacher Phonics Assessment</td>
<td>Running Record HW (Packing Transcript)</td>
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<td>Cueing Systems/Running Records</td>
<td>Special Reader Project: Parent Permission Slip Due 1/23</td>
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<td>1/28</td>
<td>Running Records/Miscue Analysis</td>
<td>Special Reader Project – Spelling Inventory/L/S ID</td>
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<td>Spelling Assessments</td>
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<td>Letter/Sound ID assessment</td>
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<td>1/30</td>
<td>Informal Reading Inventories</td>
<td>Running Record Project Due 1/31</td>
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<td>Cooter &amp; Reutzel, Ch. 8 &amp; 9: Comprehension of Texts</td>
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<td>2/4</td>
<td>Informal Reading Inventories</td>
<td>Quiz #2 (2/7)</td>
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<td>Writing Assessments</td>
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<td>2/6</td>
<td>Cooter &amp; Reutzel, Ch. 6: Reading Fluency</td>
<td>Lesson Plan Taskstream Review (Due 2/11)</td>
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<td>Fluency assessments</td>
<td>Special Reader Project – Writing Sample</td>
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<td>Learner.org video – fluency/word study</td>
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<td>2/11</td>
<td>Field Prep/Lesson Planning</td>
<td>Practice Lesson plan due 2/13 (bring to class and turn it in online.</td>
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<td>Special Reader Project Review</td>
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<td>2/13</td>
<td>Field Prep/Lesson Planning</td>
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<td>2/18</td>
<td>Field Work – Observations</td>
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<td>2/20</td>
<td>Field Work – Observations</td>
<td>Special Reader Project Due 2/27</td>
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Providing Accommodations for Students with Disabilities. Persons with disabilities that may warrant academic accommodations must contact Student Life Office University Center Room 112 942–2191 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. The link to the disability accommodations statement on the ASU website is provided here: Disability Accommodations policy statement.

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!

Angelo State Title IX Policy Statement. Angelo State University is committed to providing an environment where students, faculty, and staff, are free from sex discrimination and sexual misconduct. The term sexual misconduct encompasses sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, domestic violence, dating violence, and all other misconduct based on sex. You can report incidents of sex discrimination or sexual misconduct to the Office of Title IX Compliance.

Submit reports online at the angelo.edu incident form. Submit reports in person at: Mayer Administration Building, Room 210 Phone: 942–2022 E–Mail: michelle.boone@angelo.edu

Please note: Faculty members at Angelo State are required to report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact: University Counseling Center: 942–2371 24–Hour Crisis Helpline: 486–6345 University Health Clinic: 942–2171 Please visit: www.angelo.edu/title–ix for more information or resources related to this policy.
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.

The beginning teacher is able to:

10.1s use multiple assessments to plan instruction in and monitor the literacy development of young students;

10.2s analyze students’ errors in reading and writing and use them as a basis for future instruction;

10.3s use ongoing assessments to determine when a child may need classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

10.4s communicate students’ progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students’ work;

10.5s communicate instructional decisions based on research, assessments, and knowledge of students; and

10.6s collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.

The beginning teacher knows and understands:

8.1k the characteristics and uses of formal and informal literacy assessments (screening devices, norm-referenced achievement tests, criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories);

8.2k formative and summative uses of assessment;

8.3k how to select and use multiple, ongoing assessments to monitor literacy development and identify students’ strengths and needs;

8.4k 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);

8.5k 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, trade books) to ensure the literacy development of all students: 8.6k how to determine students’ independent, instructional, and frustration reading levels and recognize the importance of using this information when selecting and adapting reading materials for individual students and guiding their selection of independent reading materials; and

8.7k how students’ use of self-evaluation and self-monitoring procedures can enhance their literacy development.
The beginning teacher is able to:

8.1s use multiple, ongoing assessments to plan literacy instruction and monitor students’ literacy development;
8.2s analyze students’ errors in reading and writing and use the results of this analysis as a basis for future instruction;
8.3s use ongoing assessment and knowledge of the TEKS to determine when a student may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;
8.4s teach students to use self-evaluation and self-monitoring to enhance their own literacy development;
8.5s communicate with families/caregivers about students’ progress in literacy development using a variety of means, including samples of students’ work, and collaborate with them to promote their children’s literacy development; and
8.6s collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.

Texas SBEC ELL and INTASC Standards

Texas State Board Educator Certification
English Language Learners Standards
Standard VI. Assessment of English Language Learners EC-12

The beginning ESL teacher knows and understands:
6.2k types of assessment used in the ESL classroom (e.g., recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations;

The beginning ESL teacher is able to:
6.1s select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency);
6.4s use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
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.