

**Sam Houston State University
College of Education
Department of Language Literacy and Special Populations**

**RDG 380/ LITERACY ASSESSMENT AND INSTRUCTION
FALL 2007
MON & WED 4:00-5:30 P.M.**

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

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Text/Readings: DeVries, Beverly A. (2004). *Literacy Assessment and Intervention for the Elementary Classroom*. Scottsdale, Arizona: Holcomb Hathaway, Publishers.

Course Description: *At the conclusion of this course pre-service teachers will be able to*

- 1) Discuss the degree and probable causes of children's difficulty with classroom reading-writing processes.
- 2) Use a range of assessment techniques to determine student's literacy strengths and needs.
- 3) Communicate student strengths and needs with colleagues and parents.
- 4) Identify, select, and implement instructional strategies appropriate for meeting student's assessed needs.

Standards Matrix: The objectives of this course correspond with the Conceptual Framework model developed for the Educator Preparation Program at SHSU.

Objectives/ Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <u>State Standards</u> <u>Specialty Organization</u> <u>Standards</u>
The candidate understands the framework and key vocabulary of assessment-based literacy instruction.	Chapter 1 Text	Test	1.3k, 1.5k-1.7k, 2.1k-2.4k, 3.1k, 3.2k, 3.4k 2b, 4, 5
The candidate understands the need for a variety of assessment tools and techniques and examines the rationale for and how to use specific informal assessment tools and techniques to determine the reading level of a student in order to provide reading/writing instruction.	Study of informal assessment tools and techniques of observation, interest inventories, checklists, writing samples, conferences, informal reading inventories, retelling Chapters 2, 3, 10 of text, results of informal assessments, formative assessment statements	Test Student samples of Assessment Formative results from assessment tools	1.8k, 3.3s, 4.9s, 5.4k, 5.7s, 6.3k, 6.1s, 7.1s, 7.10k, 9.6k, 9.1s, 10.1k, 10.2k, 10.4k, 10.7k, 10.1s, 10.2s, 10.3s 2b, 4, 5
The candidate understands the components of a balanced literacy program.	Chapter 4 text	Test, constructed models	7.1k – 7.3k 1, 2b, 2i
The candidate understands and uses instructional strategies of an assessment-based literacy program.	Chapter 4 text Construct lesson plans based upon assessment results Teach lesson plans	Formative results from assessment tools Lesson plans	1.4s, 1.7s, 2.1s – 2.3s, 3.2s, 4.1s, 4.9s, 5.3k, 5.5k, 5.1s – 5.6s, 6.4k, 7.4k, 7.1s, 7.12s, 8.3k, 8.2s, 8.3s, 8.4s, 9.4s, 9.5s, 10.5k, 10.2s 3a, 5
The candidate articulates and uses information describing the stages of literacy development to assess and instruct a student in reading and writing.	Chapters 5 – 9 Text Assessment results Lesson Plans Case Study Report	Test Assessment results Lesson Plans Summative evaluation Case Study Report	1.2k, 1.3k, 1.6k, 1.7k, 1.3s, 1.7s, 4.1k – 4.3k, 5.1k – 5.5k, 6.1k, 6.2k, 7.5k, 7.7k, 7.1s, 7.7s, 7.8k, 7.9k, 8.1k, 8.2k, 8.3k, 8.5k, 9.1k – 9.4k
The candidate understands the rationale for and the use of formal and standardized tools of assessment.	Chapter 11 Text	Test	1.8k, 9.6k, 9.1s, 10.1k 2b, 4
The candidate understands the importance of and the need to communicate with parents about ways they can encourage the literacy development of their child.	Chapter 12 Text Parent letter discussing the results from the assessment and instruction of their child	Test Parent letter	1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 7.13s, 8.8s, 9.7s, 10.4s 2b, 5c
The candidate understands the need to communicate with other professionals in order to learn about and share current literacy research practices.	Informal debriefing sessions after tutorials Chapter 12 Text	Test	1.9s, 2.5s, 3.5s, 4.11s, 5.9s, 7.14s, 8.9s, 9.8s 2b, 5b

Web address for state standards: www.tea.state.tx.us

Web address for specialty organization standards: reading.org

Course Requirements:

- 1) **Attendance:** Regular attendance is expected. More than three hours of absence may result in a drop of one letter grade in the final grade for each hour of absence.
- 2) **Tutorials:** We will be working with children in a reading tutorial program here at Grangerland. You will be assigned to a small group of students who are in need of tutorials in reading. You will gather the following information on each student. The SHSU students will do the following assessments with the children:
 - **An interest inventory**
 - **The San Diego Word Test**
 - **Reading scores as measured by the Flynt-Cooter Inventory**

Case Study: This data will be used to plan lessons for those students for the semester. The SHSU student will meet with his/her child for approximately one hour per day. The tutoring session will be scheduled during our class time. Each SHSU student will keep all of the assessments and lesson plans used with the student in a portfolio, which will be turned in at the end of the semester. The student will also write a case study that summarizes the whole experience with the child and a letter to the child's parents describing the child's experience for the semester. More information will follow!!!

(150 points)

- 3) **Small Group Discussions:** Students will sometimes work in small group teams to discuss reading materials to present to the class. In some cases, we will do jigsaw reading of some of our material. Each student is expected to participate in group discussions and presentations.
- 4) **Examinations:** 3 examinations will be scheduled throughout the course period. (300 points)
- 5) **Reading Response:** Each student will turn in a response of his/her reactions to our reading assignments for each chapter. These will be turned in at the beginning of class. Chapters 2, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13 will be turned in. (100 points)
- 6) **Lesson Plans:** A lesson plan will be made for each lesson taught during the field experience. The plan must be filled out completely and in your possession the day the lesson is taught. You may not teach without a lesson plan. There is a rubric for this assignment. (50 points)
- 7) **Vocabulary Words:** Candidates will record vocabulary words and their definitions pertaining to literacy assessment that are essential to their understanding of this course on 3x5 index cards. The word should be written on one side of the card with a complete definition of the word as used in our text on the back. Candidates will be asked to define designated words on each of the 3 quizzes. (50 points)
- 8) **Class activities and Professionalism:** Pre-service teachers are expected to act in a professional manner. We will be discussing professionalism in class, and you will get a grade that reflects your professionalism. You will also be graded on your participation in group and class discussions and activities, as well as turning in paperwork in a timely manner. To receive full credit for this assignment, you must attend all class sessions. (50 points)
- 9) **Literacy Development Stage Pamphlet/Brochure.** Each candidate will develop a reading pamphlet/brochure to illustrate the developmental stage of his/her child in the tutorial sessions. The pamphlet will describe the developmental stage, list benchmarks for oral language, reading, and writing for that stage. You will also give an instructional strategy for oral language, reading, and writing that is appropriate for your developmental stage. This brochure will be given to the parents of the student you work with. (50 points)

- 10) **Assessment Conference:** After all assessments have been completed for the tutorial student in the field experience, the candidate will have the opportunity to meet individually with the course instructor to discuss the assessment results and to develop a plan of instruction for the student. Conference times will be arranged with each candidate and the professor.
- 11) **Journal-** Students will respond to journal questions posed each day. During tutoring sessions, they will respond and/ or reflect on their tutoring experience. These will be randomly turned-in and graded. (50 points)

Grading Scale: 800 points are possible in this course.

A	94-100%	(752-800)
B	87-93%	(696-751)
C	80-86%	(640-695)
D	73-79%	(584-639)
F	below 73%	

Late assignments will be accepted only if prior arrangements have been made with the instructor.

Friendly reminder...please turn off your cell phone before class.

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate

strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see:

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

<http://www.shsu.edu/mailler/coursesyllabus.pdf>