

**RDG 380 LITERACY ASSESSMENT AND INSTRUCTION**  
**SPRING 2008**  
**College of Education**  
**Department of Language, Literacy & Special Populations**

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**Text/Readings:** DeVries, BI, (2008). *Literacy assessment and intervention for the K-6 classrooms*. (2<sup>nd</sup> edition). Scottsdale, AZ: Holcomb Hathaway, Publishers. ISBN 1-890871-82-6

Flynt, S., & Cooter, R. (2004). *Reading inventory for the classroom*. (5<sup>th</sup> edition). Upper Saddle River, NJ: Merrill/Prentice Hall. ISBN 0-13-112106-5

TEKS-Reading and Language Arts (online). Available at:  
<http://www.tea.state.tx.us>

**Course Description:** This introductory literacy assessment course is in combinatin with those concepts and skills being taught in RDG 370/390. It is an overview of formal and informal assessment strategies for classroom teachers designed to prepare for the competencies identified in Standard 1 of the Professional Development Standards of the State of Texas. At the conclusion of this course pre-service teachers will **know and understand:**

1. the role of assessment in guiding instructional planning,
2. the importance of creating assessments that are congruent with instructional goals and objectives,
3. the characteristics, uses, advantages, and limitations of various assessment methods and strategies,
4. the role of technology in assessing student learning,
5. the benefits of and strategies for promoting student self-assessment,
6. the connection between the Texas statewide assessment program, the TEKS, and instruction,
7. how to analyze data from local, state, and other assessments using common statistical measures;

**and be able to:**

8. use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of literacy goals and objectives,
9. communicate assessment criteria and standards to peers, to students, and to parents,
10. design assessments, where appropriate, that reflect real-world applications of literacy knowledge and understanding,
11. promote students' use of self-monitoring and self-assessment,
12. analyze assessment results to aid in determining students' strengths and needs, and
13. use assessment results to help plan instruction for groups of students or individuals.

**Standards Matrix:** The objectives of this course correspond with the Conceptual Framework model developed for the Educator Preparation Program at Sam Houston State University.

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <u>IRA Standards</u></li> <li>• <u>Conceptual Framework #</u></li> </ul>
The candidate: 1. understands the framework and key vocabulary of assessment-based literacy instruction	1. Textbook: Chapters 1-3 2. Handouts	1. Test 2. Class discussion	<u>1.3k, 1.5k-1.7k, 2.1k, 3.1k, 3.2k, 3.4k</u>  3.1

2. understands the need for a variety of assessment tools and techniques, knows rationales for each, and can use informal assessments to determine reading/writing levels	<p>1. Study of informal assessment tools such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interest surveys</li> <li><input type="checkbox"/> IRIs</li> <li><input type="checkbox"/> Spelling</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Cloze</li> <li><input type="checkbox"/> And others</li> </ul> <p>2. Textbook: Chapters 3-12</p> <p>*3. Case Study</p>	<p>1. Test</p> <p>2. Chapter notes</p> <p>3. Anecdotal notes</p> <p>4. Case Study</p>	<p><b><u>10.1k, 10.2k, 10.4k, 10.7k, 10.1s, 10.2s, 10.3s</u></b></p> <p><b>3.1, 3.3</b></p>
3. understands the components of a balanced literacy program	1. Textbook: Chapters 1 and 2	1. Test	<p><b><u>7.1k-7.3k</u></b></p> <p><b>1.4</b></p>
4. understands and can implement an assessment-based literacy program	<p>1. Textbook: Chapters 4-12</p> <p>*2. Case Study</p>	<p>1. Chapter Notes</p> <p>2. Anecdotal Notes</p> <p>3. Case Study</p>	<p><b><u>1.4s, 2.1s-2.3s, 5.1s-5.6s, 7.1s, 7.12s, 8.2s-8.3s, 9.4s-9.5s, 5.3k, 6.4k, 8.3k, 10.5k</u></b></p>
5. understands and can use formal/standardized assessment tools	*1. Flynt/Cooter Individual Reading Inventory	1. Case Study	<p><b><u>1.8k, 9.6k, 9.1s, 10.1k</u></b></p>
6. uses knowledge of literacy stages & information from assessment to instruct a student in reading/writing	<p>1. Textbook: Chapters 1-12</p> <p>*2. Case Study</p>	<p>1. Test</p> <p>2. Case Study</p>	<p><b><u>1.2k, 1.3k, 1.6k, 1.7k, 4.1k-4.3k, 5.1k-5.5k, 8.2k-8.5k, 9.1k-9.4k, 1.3s, 7.1s-7.7s</u></b></p>
7. understands the need and procedures for communication regarding assessment with other professionals	1. Summary report to classroom teacher	1. Case Study	
8. understands the importance of and ways to communicate with parents about school progress and assessment results	<p>*1. Case Study</p> <p>2. Textbook: Chapter 14</p>	1. Case Study	<p><b><u>1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 7.13s, 8.8s, 9.7s 10.4s</u></b></p>

Web address for state standards: <http://www.tea.state.tx.us>

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>

Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

### Course Format:

The content of this course is delivered through in-class activities, mini-lessons taught by candidates, shared literature activities, readings from textbooks, class discussion, and lecture. 19.5 hours of student contact through case study activities and are also included.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:**

- 1) Developing specific skills, competencies, and points of view needed by professionals (reading specialists) in the field most closely related to this course (reading and literacy).
- 2) Learning fundamental principles, generalizations, or theories.

**Important:**

- 1) Gaining factual knowledge (terminology, classifications, methods, trends)

**Course Content:** Fundamental concepts and principles of assessment-based instruction are taught. Candidates focus on the theory behind using informal assessment to plan instruction and then they plan assessments, analyze data and plan tutorial lessons for their case study student.

**Course Requirements:**

**1) Chapter Notes:** Candidates will submit chapter notes on chapters 4-10 & 12. **8 @ 5 pts. each = 40 points**

**2) Anecdotal Notes:** Candidates will keep anecdotal notes on 2 different students from the public school classroom where they are assigned. These notes will include observations of the students' behavior, attitude, socialization, etc. and will include a brief reflection on those observations. **6 @ 10 points each = 60 points**

**3) Case Study:** Candidates will conduct a variety of assessments on one student from the public school classroom where they are assigned. There must be a minimum of 5 different assessments, a general analysis of the data collected, 2 tutorial lessons planned, and a reflection on what the candidate has learned from the experience. The Case Study will also include 2 letters explaining the assessments and analysis of the data. One will be given to the student's classroom teacher and one to the parents. All written work must be essentially error free. **60 points**

**4) Chapter Tests:** There will be 2 tests during the semester. **2 @ 50 points each = 100 points**

**Evaluation:**

<b>1. Chapter Notes</b>	<b>40 points</b>
<b>2. Anecdotal Notes</b>	<b>60 points</b>
<b>3. Case Study</b>	<b>60 points</b>
<b>4. Chapter Tests</b>	<b>100 points</b>
<b>TOTAL = 260 points</b>	

**Evaluation Scale:**

<b>A = 92 - 100%</b>	<b>239-260 points</b>
<b>B = 82 - 91%</b>	<b>213-238 points</b>
<b>C = 70 - 81%</b>	<b>182-212 points</b>
<b>D = 65 - 69%</b>	<b>169-181 points</b>
<b>F = below 65%</b>	<b>below 169 points</b>

**Expectations:**

**ATTENDANCE:** Regular and punctual attendance is required. This is a "hands-on" course in which many of the instructional techniques are demonstrated in class and are debriefed in large and small group discussions. Attendance also demonstrates a level of responsibility and commitment that future employers are looking for. **It is not a good idea to miss any class!! However, a student may have 3 hours of absence without penalty. Any hours missed while working with elementary students will have to be made up on your own time and at the convenience of the classroom teacher.**

**ASSIGNMENT DUE DATES:** It is expected that candidates will turn in assignments on time. Late assignments will have points removed at the following rate: one-third of the points removed for one calendar day late, one-half of the points removed for two calendar days late, and no points given for any assignment more than two calendar days late; however ALL assignments must be turned in.

**ATTIRE:** All candidates must dress according to the following dress code:

Males:

- Dress shirt or knit shirt with collar (shirts must be tucked in)
- Belt
- Dress pants worn at the waist
- All shoes must be worn with socks

Females:

- Dress slacks (full length, not Capri) or skirt (below the knee or longer)
- Dress (below the knee or longer)
- All tops must be somewhat loose fitting and cover ALL cleavage
- No midriffs showing even when arms are raised or you are sitting/squatting

Both:

- There can be no tattoos showing (you must cover them)
- There can be no piercing (tongue, nose, eyebrow, etc) other than one earring in each ear
- No sneakers or flip-flops

**Any and all infractions of the above dress code will be dealt with at the instructor's discretion.**

## **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. 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). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. 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.

## **STUDENTS WITH DISABILITIES POLICY**

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

## **AMERICANS WITH DISABILITIES ACT**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

