

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: activities with asterisk and/or highlighted indicate those that candidates complete in interactions with public school students.

Learning Outcomes	Activities * indicates field-based activity	Performance Assessment	Standards: • State Standards • IRA standards
The candidate understands the framework and key vocabulary of assessment-based literacy instruction	Text: chapters 1 and 3 Class handout materials	Test Class discussion	1.3k, 1.5k-1.7k, 2.1k, 3.1, 3.2k, 3.4k <i>2b, 4, 5</i>
The candidate 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.	* Study of informal assessment tools <ul style="list-style-type: none"> • Interest • IRIs • Spelling • Writing • Cloze Text: chapters 3,5,6,7,8,9,10,11,12,13	In field assessments with field experiences classes Assessment summaries presented at end of semester	10.1k, 10.2k, 10.4k, 10.7k, 10.1s, 10.2s, 10.3s <i>2b, 4, 5</i>
The candidate understands the components of a balanced literacy program.	Text: chapters 1 and 2	Test	7.1k – 7.3k <i>1, 2b, 2f</i>
The candidate understands and can implement an assessment-based literacy program	Text: chapters 4-10 * Construct instructional units and lessons based on assessment results.	Results from administered assessment tools will be used to plan a student program.	1.4s, 2.1s - 2.3s, 5.1 – 5.6s, 7.1s, 7.12s, 8.2 – 8.3s, 9.4 – 9.5s, 5.3k, 6.4k, 8.3k, 10.5k

			3a, 5
The candidate understands and can use formal/standardized assessment tools.	BADER Reading and Language Inventory D-R-A Test	Test administration to children in school setting	1.8k, 9.6k, 9.1s, 10.1k 2b, 4
The candidate uses knowledge of literacy stages & information from assessment to instruct a student in reading/writing.	Text: chapters 1-13 * Written assessment report based on BADER & D-R-A	Assessment results Assessment report Lesson Plans	1.2, 1.3, 1.6, 1.7k, 4.1 – 4.3k, 5.1 – 5.5k, 8.2 – 8.5k, 9.1 – 9.4k, 1.3s, 7.1 – 7.7s
The candidate understands the need and procedures for communication regarding assessment with other professionals.	* Summary report to classroom teachers	Letter to teacher of field-experience classroom	2b, 5c
The candidate understands the importance of and ways to communicate with parents about school progress and assessment results.	Text: chapter 14	Assessment report summaries submitted	1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 7.13s, 8.8s, 9.7s, 10.4s 2b, 5c

Course Requirements:

1. Chapter Notes: Candidates will take notes (5 x 8 index cards) on the following chapters and submit these notes at the beginning of the class period during which that chapter will be discussed. Chapters 3,5,6,7,8,9,10, and 11 will require notes. **40 points**

2. Anecdotal Records: Candidates will keep anecdotal records on 2 different students from the public school classroom where they are assigned. These records will include observations of the students' behavior, attitude, socialization, etc. and will include a brief reflection on those observations. **50 points**

3. Case Study: Candidates will conduct a variety of assessments on one student from the public school classroom where they are assigned. These assessments may be (but not limited to): an IRI (Individual Reading Inventory) with miscue analysis, a Cloze/Maze Test, an interest/attitude survey, a test for phonemic awareness, etc.. A **minimum of 5 assessments** is required. Each assessment will be followed by an **analysis of the results** and a **reflection on what the candidate has learned** from the experience. The candidates will then plan for 3 tutorial sessions using the data from the various assessments. The candidates will provide **2 letters** explaining the assessments given and the analysis of the data. One letter will be given to the mentor teacher and one to the parents of the child who was assessed. All written work submitted for the Case Study **MUST** be error free. **60 points**

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

Attendance: As per University policy, candidates will not be penalized for **three class hours** of absence during the semester. This absence should be used carefully for emergencies and/or illnesses only. It is important that candidates notify the professor via email or telephone regardless of the reason for the absence. Any absences beyond the University policy will be handled through grade reduction. If a candidate is late or leaves early, loss of professionalism points (10 points for each infraction) will occur. Candidates who are chronically late/leave early/and/or are excessively absent will be referred to the Academic Affairs Committee.

Assignment due dates: It is expected that candidates will submit assignments on time. Late assignments will not be accepted without prior arrangements with the course instructor.

Points:

1. Chapter Notes	8 @ 5 ea.	40 points
2. Anecdotal Notes	5 @ 10 ea.	50 points
3. Case Study		60 points
4. Tests	2 @ 50 ea.	100 points

Total points = 250

Evaluation Scale:

A=	93-100%	233 – 250
B=	83-92%	208 – 232
C=	73-82%	183 – 207
D=	65-72%	163 -182
F=	below 65%	below 163

The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of the pre-service teachers.

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. 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.

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. 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 him/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.

Proposed Calendar

August:

Chapters 1 & 2

Personal Philosophy
Reading Levels

September:

Chapters 3 & 5 & 6

Assessment*
Phonemic Awareness
Phonics

October:

Chapters 7 & 8

Word Identification
Vocabulary Building

November/December:

Chapters 9 & 10 & 11

Comprehension of Narrative
and Expository Texts
Fluency