



EDRG 5350 Reading Assessment and Instructional Interventions
Wednesday :4:30-10:00
September 10th-October 22, 2008

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Credit Hours: 3	Course Fee:

Course Description:

This course is designed to help practicing teachers become proficient with a variety of formal and informal assessment, the analysis of data obtained from the assessment, and instructional procedures designed as interventions to assist struggling readers based on assessments. Instructional procedures will be based on scientifically based reading research.

Purpose:

The purpose of this course is to help practicing teachers become proficient with a variety of formal and informal assessment and instructional procedures, and to strengthen the connections between them. The teachers will learn to screen students for reading problems or potential reading problems, diagnose students' reading strengths and needs, and monitor students' progress to ensure that students will make optimal progress in reading. Teachers will also learn procedures for managing and analyzing assessment data.

This course will also focus on curriculum-based measurement and the assessment/instructional cycle, and how to use assessment data to design and implement instructional interventions to increase students' reading achievement. The four federal assessment categories: screening, progress monitoring, diagnosis, outcomes, as well as assessment instruments within the various categories will be studied as well as the 3-Tier Model. Instructional procedures will be based on scientifically-based reading research will focus on building students' oral language and background knowledge, teaching alphabet knowledge and phonemic awareness, teaching students to recognize and use common phonics spelling patterns, building vocabulary, increasing fluency, teaching students to apply comprehension strategies, and fostering students' reading engagement. This course is required for the Level I Reading Endorsement.

Course Objectives/Alignment with Standards:

After this course you will be able to:

Objectives	2003 IRA Reading Standards
Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.	3.1
Place students along a developmental continuum and identify students' proficiencies and difficulties.	3.2
Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.	3.3, 4.1, 4.2, 2.1, 2.2, 2.3
Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policy makers, policy officials, community, etc.)	3.4

Basic overview of Activities & Requirements

Title of Activity

Points

1. Attendance & Participation, including assigned reading discussions, topic discussions, assessment analysis and interpretation, surveys, and reflections 240
2. Course Journal Responses (approximately 5 entries) 30
3. Reading Intervention Idea (Game, activity) (Individual Presentation) 80
4. (Group Presentation) on a Chapter/Topic 50
5. 1-Article Responses 50
6. Reading/Literacy Assessment Portfolio Notebook or File(s) 50
7. Intervention (Case Study Report) 50
8. Reading Assessment Review (Group Presentation 2-3 per group) 50

Total 600 points

Overall Grading based on 600 points

Grades will be calculated as follows based on evidence of actively constructing meaning:

A 95-100%, A- 90-94.99%, B+ 87-89.99%, B 83-86.99%, B- 80-82.99%, C+ 77-79.99%, C 73-76.99%, C- 70-72.99%, Below 70% Try again. All assignments must be submitted in order to receive a grade. Attendance and participation are essential components of the course. A semester and cumulative GPA of at least 3.) is required to remain in the program.

Basic Grading Rubric and Information

A = Evidence of deeper processing, professionalism, superior work, depth in constructing meaning, creativity, and/or extra effort must be evident to achieve scores of 91-100%.

B = Basic completion of work as assigned, between 81 and 90%.

C = Incomplete work, lack of depth, missing items, and/or poor organization or presentation will generally receive 79% or less.

Special Notes: On paper presentation: Unless otherwise stated or announced in class, all assignments must be typed.

Excused absences: Even an excused absence (for personal reasons, SUU function, or illnesses) will not be counted as present. Make-up work must be completed for missed time if points are desired. There are make up suggestions towards the end of this syllabus.

1. Attendance & Participation (240 pts.)

Attendance and participation includes group discussions and activities with your peers during class and active engagement in lectures and presentations. You and your peers have much to offer and can learn much from each other.

Please get a "Class Buddy" to pick up information or take notes for any time missed.

2. Course Journal Responses (30 points). Journaling that lets me know what you are thinking and learning for, at least, 5 dates (of your choice) during the course. Please be prepared to share ideas in class.

What is a journal response? It is a dated paragraph that reflects what you are thinking or feeling about the course as it relates to you, your prior knowledge, your students, and/or your classroom. It is like a "think aloud" or a "quick check" of what you are learning or thinking. It will probably address some of these questions: Are you making any connections between what you already know and this course? How or has your "practice" been changed or influenced and in what way? Have your students been influenced and in what way?

Towards the end of the class, they will be typed in one document and turned in via e-mail or snail mail (This will be about 5 typed paragraphs)

Grading for Journal Responses. This is going to be very simple for you and me. Did you type in, at least, 5 journal entries of 1-2 paragraphs? Are these representative of or a sample of learning, applications, questions, suggestions, or connections to you, to course subjects, and/or to your classroom? Great. That constitutes full 30 points.

3. Construct Intervention Activities to be presented in class (80 Points). Select one area of reading assessment. Create an intervention activity/game that would help reinforce the reading concept and present it to the class.

Phonemic Awareness

Phonics

Vocabulary

Fluency

Comprehension

Presentations should include:

a) Prepare a 1-3 minute presentation explaining which of the reading concepts were addressed and what intervention idea will be presented. (This must be 1 page typed with a sample of the reading intervention attached this can be a picture, example of the activity or a description)

(b) Present an activity or “game” that would help address the reading “problem”(5 minutes to share).

Grading of Intervention Activities: You will be graded on completion of activity as assigned and receive full credit if you have evidence of each of the two elements: a and b. This intervention idea will be shared with all classroom members. If you have something that you use in your class currently GREAT! This assignment will be easy 😊

4. Group/Individual Presentation on a Chapter or Topic (50 pts.)

Team or individual (depending on class size) will be assigned a Chapter/Topic from Reutzel & Cooter or other as listed below. Your presentation can include outside sources, material, and/or activities as desired. You can create a PowerPoint or other means for presentation. Think of this presentation as an “in-service” for your peers in this class or for other colleagues. Approximately 20 minutes will be set aside on the assigned day. I will plan on supplementing each chapter. Teachers are creative in the way they choose to present information. However designed, a presentation should consider the following:

- a) key background or conceptual information,
- c) at least 1 assessment example or demonstration, and
- d) at least 2 instructional activity examples or demonstration.

Chapter or topic selections

Ch. 5 A Oral Language Assessment & Development

Ch. 3 Understanding Reading Instruction

Ch. 4 Organizing Instruction

Ch. 5 Oral Language

Ch. 6 Children's Concepts About Print

Ch. 7 Phonemic Awareness and Alphabetic Principle

Ch. 8 Phonics and Word Attack Skills

Ch. 9 Teaching and Assessing Vocabulary Development

Ch. 10 Story Comprehension

Ch. 11 Reading Comprehension: Information Texts

Ch. 12 Research and Reference Skills

Ch. 13 Writing and Reading

Ch. 14 Fluency

Grading Chapter Presentations. Grading will be based on your own judgment of quality, which means that I will assume that you believe your presentation is worthy of a full 50 points. If you are willing to present to your peers then you deserve full 50 points for those efforts.

5. One (1) Article Response—50 points

Article Response The article response should be about 1 pages long (12 point font with double spacing).

A response should include the following points.

- Why did you choose that particular article? (A short paragraph is fine.)
- Summarize main points, outline, or indicate important content from the article. (2-3 paragraphs depending on choice/style and content)
- Indicate what you liked, learned, or could use. This is a reflection on learning that shows your evaluation of ideas, curriculum, strategies, and/or theories for their merit in classrooms. (2-3 paragraphs) You can also quote the author if something was said that was particularly meaningful to you.

Grading the Article Response. I am most interested in what you are learning and knowing what you thought was meaningful or useful in classrooms based on your experience and your understanding of this course. If I can check off the above three elements, you will receive full credit. Your use of APA style is appreciated but you will not be “docked” points if it is not exactly correct. Some articles you may respond to are found on the NUES website, however, any article relating to literacy development, ideas, or assessment will be fine. “The Reading Teacher” is a great resource!

6. Assessment & Instruction Notebook or File(s) - 50 points

Compile and create a book or file of sample assessments you may use in your classroom to evaluate and assess struggling readers. There should be examples of assessments in each area of reading: Reading Development, Phonemic Awareness, Concepts of Print, Phonics, Fluency, Comprehension, Vocabulary, Spelling, Writing, and Reading attitude.

You can share your notebook during class time.

Grading of Assessment Notebook

My notebook contains assessments for 10 areas of literacy _____ (10 points) The notebook is organized so that I can use it. _____ (10 points) I can defend the notebook organization and explain how I intent to use it. _____ (10 points) My notebook has tabs for different sections of course materials. _____ (10 points) My notebook contains more than what was handed out in class because I have integrated other useful items.) _____ (10 points) My notebook exhibits professional expertise and caring.

7. Intervention (Case Study Report) - 50 pts

Identify one student (OR identify a small group of 3-5 students in your classroom (or building) that need additional support in reading. Use this individual or group for assessment practice and instructional intervention based on their needs.

Write a case study or report that includes:

I Student(s) Information (name by initials, age, school, brief situation description)

II Assessment Information

III Strengths and Challenge Statements

IV Instructional Intervention Objectives (What do you plan to increase for your student(s)?)

V What I Did (Describe interventions, sample lessons, etc.)

VI How It Worked (Results including some ongoing data about the child's current performance.)

your case study will probably be between 2-4 pages long and each one will be different.

Emergent & Early Beginning Readers. If you are working with kindergarten or early first grade readers, your assessments will be a selection or options similar to the following:

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) subtests for initial sound fluency, letter naming fluency, phonemic segmentation fluency, or nonsense word fluency), Texas Primary Reading Inventory (TPRI), Early Reading Screening Inventory, "concepts of print," Words Their Way Kindergarten spelling inventory, or others of choice.

All other Readers. Choose any assessment that represents the following categories. First and second grade teachers may want to add Phonemic Awareness to the following. Secondary teachers need to let me know what is available and desirable depending on courses being taught.

- Attitude & Interests
- Word Recognition
- Passage Reading Word Recognition
- Passage Reading Fluency (either oral or silent)
- Passage Reading Comprehension
- Spelling/Orthographic Awareness
- Writing

Choose from any of the following assessments.

- Curriculum-based sampling from classroom material and observation (CBA)
- Developmental Reading Assessment (DRA)
- Qualitative Reading Inventory (QRI) or alternative IRI as approved.
- Phonological Awareness Literacy Screening or PALS
- Running Records
- Timed Readings
- Reading Logs
- Sight Word Checklists
- DIBELS for oral reading fluency (See also DIBELS for non-sense word fluency or phonemic awareness fluency if needed)
- Think Alouds
- Retellings
- Attitude surveys (like Burke) or use "Garfield" Reading Attitude Survey or Writing Survey

- Interest surveys
- Others?????

Grading Intervention Case Study. You will turn in the Case Study via e-mail. I will look for (a) clarity in being able to describe or communicate the student(s)' performance— 10 points, (b) utilize a variety of appropriate assessments—10 points, (c) delineate strengths and challenges—10 points, (d) create intervention objectives—10 points, and (e) carry out these instructional objectives—10 points.

8. Reading Assessment Review, Research, and Analysis. - 50 points

Team or individual (depending on class size) will sign up for to Review, research, and analyze a specific reading assessment. Suggestions are ANY assessment tool discussed in class but your review must include extra research on the internet or articles on the topic. Include standardized tests such as the Utah Core Curriculum End of Level Tests, the National Assessment of Educational Progress, Stanford Achievement, etc., and classroom reading assessments such as the DRA, Dibels, reading attitude surveys, etc. Prepare a class presentation detailing their purposes (screening, diagnosis, progress monitoring), procedures, reliability, and usefulness. Outside of those mentioned in class, you may want to look into some of the following:

Woodcock Johnson Reading Test

Woodcock Reading Mastery Test

Diagnostic Assessment of Reading

Peabody Picture Vocabulary Test

Other????

Your presentation can include outside sources, material, and/or activities as desired. You can create a PowerPoint or other means for presentation. Think of this presentation as an “in-service” for your peers in this class or for other colleagues. Approximately 10 minutes will be set aside on the assigned day.

Grading Assessment Presentations. Grading will be based on your own judgment of quality, which means that I will assume that you believe your presentation is worthy of a full 50 points. I generally feel that teachers tend to maintain high quality without “fear” of grades; therefore, if you are willing to present to your peers then you deserve full points for those efforts.

Make Up Options (30 points per missed class)

A. Review and respond to more articles. Each article response that follows the directions provided in this syllabus will be worth 15 points. (Can do as many as 2 extra).

B. Learning Center Creation (30 points)

Construct classroom materials beyond what was required for general credit in the class

C. 1 "Inquiry" Paper with 4 Article References 3-5 pgs dbl spaced (30 points)

Possible Topics for Inquiry Paper. You may want to consider one of these topics in a paper or mix topics. *CBA/CBM *High Stakes Assessment *Phonemic Awareness *Assessment for Instruction *Assessment & Motivation *Struggling Readers *Fluency *Early Steps *Reading Recovery *Connecting with Parents *Leveled and Other Text *Narrative and Expository Text *English Language Learners

Possible Titles

- Reading Fluency and How It Influences Student Reading Effectiveness
- DIBELS, What is the History, and What is the Present
- Phonemic Awareness, Phonics, and Orthographic Knowledge and How They Work in My Class
- Word Poor: What a Difference Vocabulary Makes and What I Can Do
- What I've Read & How It "Fits" or "Does Not Fit" My Classroom
- Various Strategies I've Tried and How They Are Supported in What I've Read
- Having Texts that "Fit" the Needs of Students: Value of Instructional Level
- Scaffolding: What Is It? What Does It Really Mean To Me?
- Narrative & Informational Text: What the Research Says and Changes I Can Make
- Changing Roles of the Reading Professional: My Role in Supporting other Teachers

Grading the Inquiry Paper. Grading will be based on the information you've gained and how you processed that information. Full credit will be afforded your integration of information, your "voice" in the information obtained, and how meaningful this inquiry was in answering your own questions. APA is preferred.

Course Schedule:

Class Date	Assignments Due	Required Readings	Presentations	Article Assignments
Sept 10		Chapter 1- NCLB Chapter 2- Classroom Reading Assessment		
Sept 17		Chapter 3- Understanding Reading Instruction Chapter 4- Organizing Instruction	Intervention Presentations	

Sept 24			Chapter 5- Oral Language Chapter 6- Concepts of Print	Intervention Presentations	Article Assignment Due
Oct 1			Chapter 7&8- Phonemic Awareness, the Alphabet, and Phonics Chapter 9- Vocabulary	Intervention Presentations	
Oct 8		Case Studies Due	Chapter 10- Comprehension and the Reader Chapter 11- Comprehension and the Text	Reading Assessment Presentations	
Oct 15			Chapter 12- Research and Reference skills Chapter 13- Writing Chapter 14 Fluency	Reading Assessment Presentations	
Oct 22		Journal Responses- Due	Chapter 15 Literature Response Chapter 16 Family Involvement	Assessment Portfolios	

Required Text(s):

The text(s) are an integral part of this class. They can be ordered through the SUU Bookstore by calling 435-586-7995 or through email at bookstore@suu.edu .

Reutzel, D.R. & Cooter, R.B. (2007). *Strategies for reading assessment and instruction: Helping every child succeed* (3rd Ed.) New York: Merrill Prentice Hall

Basic Resources:

Barrentine, S.J. (Ed.) (1999). *Reading assessment: Principles and practices for elementary teachers*. Newark, DE: International Reading Association.

Block, C.C. (2003). *Literacy difficulties: Diagnosis and instruction for reading specialists and classroom teachers* (2nd ed.). Boston, MA: Allyn & Bacon

Cooper, J.D. & Kiger, N.D. (2001). *Literacy assessment: Helping teachers plan instruction*. Boston, MA: Houghton Mifflin.

- Gunning, T. (2006). *Assessing and correcting reading and writing difficulties*. Needham Heights, MA: Allyn & Bacon.
- Hill, B.C. (1998). *Classroom based assessment*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Johnston, P., & Costello, P. (2005). Principles for literacy assessment. *Reading Research Quarterly*, 40(2), 256-267.
- Leslie, L. & Jett-Simpson, M. (1998) *Authentic literacy assessment: An ecological approach*. NY: Addison-Wesley
- Lipson, M.Y. & Wixson, K.K. (2003). *Assessment and instruction of reading and writing difficulty: An interactive approach* (3rd ed.). Boston, MA: Allyn & Bacon.
- Moore, D.W., Alvermann, D.E. & Hinchman, K.A. (Eds) (2000). *Struggling adolescent readers: A collection of teaching strategies*. Newark, DE: International Reading Association.
- Moore, D.W. & Hinchman, K.A. (2006). *Starting out: A guide to teaching adolescents who struggle with reading*. Boston: Allyn & Bacon.
- Richek, M.A., Caldwell, J.S., Jennings, J.H. & Lerner, J.W. (2002). *Reading Problems: Assessment and teaching strategies* (4th ed). Boston, MA: Allyn & Bacon.
- Snow, C.E., Burns, M.S., & Griffin, P. (1998). Preventing reading difficulties in young children. Newark, DE: International Reading Association.

Other Resources:

- Allington, R.L. (2006). *What really matters for struggling readers: designing research-based programs*. New York: Addison Wesley Longman
- Bear, D., Inverizzi, M., Templeton, S., & Johnston, F. (2000). *Word study for phonics, vocabulary, and spelling instruction* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.
- Elkins, J. & Luke, A. (2000). *Remediating adolescent literacies: articles from the journal of adolescent and adult literacy*. Newark, DE: International Reading Association.
- Hiebert, E.H. & Taylor, B.M. (2000). Beginning reading instruction: Research on early interventions (pp. 455-482). In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds), *Handbook of reading research, Volume III*. Mahwah, NJ: Lawrence Erlbaum.
- Invernizzi, M. (2001). The complex world of one-on-one tutoring. In S.B. Neuman & D.K. Dickinson (Eds). *Handbook of early literacy research* (pp. 459-470). New York: Guilford.
- Rycik, J.A. & Irvin, J.L. (2001). *What adolescents deserve: A commitment to students' literacy learning*. Newark, DE: International Reading Association.
- Supporting Young Adolescents' Literacy Learning: A joint Position Paper of the International Reading Association and National Middle School Association* (2001) (http://www.reading.org/positions/supporting_young_adolesc.html)

Older References

- Clay, M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.
- Clay, M. (1993). *Reading Recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.

- Goodman, Y., Watson, D., & Burke, C. (1987). *Reading miscue inventory: Alternative procedures*. New York, NY: Richard C. Owen Publishers, Inc.
- Rhodes, L.K. (1993). *Literacy Assessment: A Handbook of Instruments*. Portsmouth, NH: Heinemann.
- Rhodes, L.K. & Shanklin, N.L. (1993). *Windows into Literacy: Assessing Learners K-8*. Portsmouth, NH: Heinemann.

Supplements for Teachers

- Barr, M., Craig, D., Fisett, D., Syverson, M.A. (1999). *Assessing literacy with learning record: A handbook for teachers, Grades k-6*. Portsmouth, NH: Heinemann.
- Barr, M.A. & Syverson, M.A. (1999) *Assessing literacy with the learning record: A handbook for teachers 6-12*. Portsmouth, NH: Heinemann.
- Clay, M. (2000) *Running records for classroom teachers*. Portsmouth, N: Heinemann.
- Hill, B.C. (1998). *Classroom based assessment*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Mariotti, A. & Homan, S. (2001). *Linking reading assessment to instruction: An application worktext for elementary classroom teachers*. Mahwah, NJ: Lawrence.
- Meyerson, M. & Kulesza, D. (2002). *Strategies for struggling readers: Step by step*. Upper Saddle River, NJ: Pearson Education, Inc.

Chapter Assignments:

Chapter 3 _____

Chapter 4 _____

Chapter 5 _____

Chapter 6 _____

Chapter 7 _____

Chapter 8 _____

Chapter 9 _____

Chapter 10 _____

Chapter 11 _____

Chapter 12 _____

Chapter 13 _____

Chapter 14 _____

Chapter 15 _____

Chapter 16 _____

Interventions Presentations

September 17th

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September 24th

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October 1st

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- 10)

Reading Assessment Presentations

October 8th

Group Names:

Assessment Topic

October 22

Group Names:

Assessment Topic