George Mason University
College of Education and Human Development

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EDRD 632   LITERACY ASSESSMENTS AND INTERVENTIONS FOR GROUPS

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Advanced Studies in Teaching & Learning—Master of Education Program
Summer 2010

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DESCRIPTION
This course focuses on literacy assessments and interventions for groups of learners. Study includes an exploration of assessment tools for students in classroom settings. Appropriate instructional practices for groups of students will be explored.

RATIONALE
As a required portion (course III) of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program, this course addresses required Virginia Department of Education and International Reading Association competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy for teachers seeking master's degrees.

NATURE OF COURSE DELIVERY
This course uses a seminar format based on discussion of class topics and readings as well as related experiences and assignments from the classroom-based practicum. Students are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Activities will include small group discussions, presentations, whole class sharing, and reflection.

REQUIRED MATERIALS
Required Books
Caldwell, J. (2008), 2nd edition. *Reading Assessment: A Primer for Teachers and Tutors*. New York: Guildford.
Rasinski, T., & Padak, N. (2004). *Effective reading strategies: Teaching children who find reading difficult* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Articles: Available electronically on Blackboard

BLACKBOARD
http://courses.gmu.edu/ using your GMU email user name and password.

Problems with blackboard should be directed to ITU Support. They can be reached by phone at 703-993-8870 or email at support@gmu.edu .

GSE SYLLABUS STATEMENTS OF EXPECTATIONS
The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.
Students must follow the guidelines of the University Honor Code. See
http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

COURSE OUTCOMES

ASTL/Literacy Program Outcomes [International Reading Association (IRA) Standards] Note: those in bold will be emphasized in this course.

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. **Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.**
    2.1   Candidates will use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes. They will:
      - Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students.
      - Model and scaffold procedures so that students can work effectively. Provide evidence-based rationale for their selections.
      - Support classroom teachers and paraprofessionals in their use of instructional grouping options. Help teachers select appropriate options.
      - Demonstrate the options and explain the evidence-base for changing configurations to best meet the needs of all students.
    2.2   Candidates will use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. They will:
      - Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Make selections guided by an evidence-based rationale. Accommodate the developmental, cultural, and linguistic differences of their students.
      - Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students.
      - Demonstrate the options in their own teaching.
    2.3   Candidates will use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. They will:
      - Plan for the use of a wide range of curriculum materials. Make selections guided by an evidence-based rationale. Accommodate the developmental, cultural, and linguistic differences of their students.
      - Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. Help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students.

- Demonstrate the options in their own teaching and in demonstration teaching.
3. **Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.**
4. **Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.**
   4.1   Candidates will use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program. They will:
   - Collect information about children's interests and backgrounds. Use technology to gather and use the information in instructional planning. Use information collected when planning instruction.
   - Select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
   - Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic backgrounds of students. Articulate the research that grounds their practice.
5. Candidates view professional development as a career-long effort and responsibility.

Virginia State Department of Education Outcomes:
Candidates will demonstrate expertise in:
- the use of formal and informal of informal screening in the assessment of language, concepts of print, phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading levels, comprehension
- the ability to use data to tailor instruction for acceleration, intervention, remediation and flexible level groupings.
- strategies to increase vocabulary, reading comprehension, specifically in the ability to teach strategies to teach literal, interpretative, critical and evaluative comprehension.
- in teaching the writing process (planning, drafting, revising, editing and sharing).
- measurement and evaluation (validity, reliability, normative comparisons; grade, age, and normal curve equivalents, percentile ranks and standard scores)

NCATE/IRA Standards and Performance-Based Assessments
Throughout the literacy masters programs, students are required to satisfactorily complete one or more performance-based assessments (PBAs) in each course and are required to submit these to an electronic system entitled "TaskStream." Satisfactory completion of every PBA as well as posting to TaskStream is required before moving to the next course. The Taskstream assessment system can be found at https://www.taskstream.com/pub/. Students are REQUIRED to submit the designated PBA to each course instructor so that the assignment can be evaluated when the assignment is due. Only assignments/PBAs posted to TaskStream will be assessed. No final grades for courses will be posted until ALL required PBAs are posted to TaskStream.

CLASS REQUIREMENTS
1. Class attendance is extremely important due to the interactive nature of the course. If, due to an emergency, you will not be in class, you must contact the instructor and leave a message. Two or more absences will likely result in a lowered grade because essential class work will be missed.

2. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy assessments and interventions, it is imperative that students keep up with the readings and participate in class.
3. The university requires that all pagers and cell phones be turned off before class begins.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). Papers sent via email are NOT acceptable – papers submitted this way will not be graded and will be considered missing. However, it is recognized that graduate students may occasionally have serious circumstances arise that prevent the completion of work by the assigned due date. If such a dilemma arises, please speak to the instructor in a timely fashion. If you do not let the instructor know in a timely fashion, points will be deducted for each day the assignment is late. Make sure you back up all your work.

EXPECTATIONS FOR WRITTEN ASSIGNMENTS
All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, have another person proofread your work. The organization of your papers (e.g., headings organization, references, citations etc.) should follow APA style. When in doubt, check the APA manual: : http://www.apastyle.org/pubmanual.html Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at http://library.gmu.edu/resources/edu/.

Besides the specific criteria described in the assignments that follow, I will be grading your papers on four general criteria:
1. Clarity: Presentation of ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Organization and writing style: Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. Support your ideas with the concepts learned and developed in class and from your readings. Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.
4. Use correct capitalization, punctuation, spelling, and grammar.

ASSIGNMENTS

Assignment	Due Date	Points
Term Project, Part A: Attitudes or Motivation Survey		20
Term Project, Part B: Reading and Writing Assessment *		30
Term Project, Part C: Assessment-driven Instructional Planning and Grouping*		25
Article/Strategy Group Presentation		25
Total		100

Grading Scale	
A	93 – 100
A-	90 – 92
B+	85 – 89
B	80 – 84
C	75 – 79

*The above performance-based assessments are designed to provide evidence that program candidates meet **required program completion standards.** Successful completion of these performance-based assessments **and** a grade of B or better in the course are required to move to the next course in the ASTL/Literacy course sequence. **If you are concerned that you may be having difficulty meeting these standards, please speak to your course instructor and your advisor. Also, note that you will be responsible for uploading these assignments to Taskstream (CEHD assessment system).**

ASSIGNMENTS

TERM PROJECT, PART A: ASSESSMENTS OF ATTITUDES OR MOTIVATION FOR READING

Part A of term the project consists of the administration of an attitude or motivation for reading survey to a small group of students (4 to 6).
Student group selection: Select a group of 4 to 6 students who represent as much as possible, the diversity of the class. For example, mix of girls and boys, achievement in reading, cultural/ethnic diversity etc. Choose students that vary in their reading achievement according to standardized test scores and classroom performance. Also, if possible, choose a student who is an English language learner or a struggling reader.

Interest/Attitude Assessment: You will either, design, adapt or use an existing Interest/Attitude or Motivation for Reading survey (some of these will be shared and discussed in class).
 * Administer the survey to your class or a group of students (4 to 6 students). Include a blank copy of the survey.

Interest/Attitude Report:
 * Summarize students' answers, and on 2 ½ to 3 pages and provide a qualitative description (organized summary) of your students' interests, behaviors and attitudes towards reading. For example:
   o Type of readers: What kind of readers are these children? How engaged or disengaged are they in reading? How many motivated readers do you think there are in the class?
   o Interests: What are their reading interests? What do they read at school? Do they do any type of non-school reading? How many of these children seek to read independently? What types of activities do they do after school? What are their interests?
   o Reading behaviors: How many children in your class check books out of the library? When do they read them (at home, at school, on the bus)? Do children discuss the content of the books with others? Do they have class time allotted for these discussions?
   You can complement the information from the survey with informal observation notes. The goal of this description is for you to gather some initial information and gain some understanding of the reading interests, attitudes, motivations, and habits of your students.

Suggested length: 3 pages

Bring copies of Interview Instrument to be distributed in class.

TERM PROJECT, PART B: ASSESSMENT OF READING AND WRITING

Part B of the project, consists of the administration of reading and writing assessments to the group of students you assessed in Part A.
  (a) You will give these students a literacy assessment (see below), define/describe it and explain why and how you administered it.
  (b) You will analyze and organize the assessment scores/data.
  (c) You will write a summary of the results from your assessments.

Detailed description of Part B:
   A. Assessments: Your assignment will include a reading and a writing assessment.

Reading: Choose one of the following
(1)   A teacher-made Informal Reading Inventory with a passage that you select (see guidelines for IRI process in Caldwell, Chapter 3);
(2)   Another informal teacher-created measure that assesses two of the following:
   (I)   word recognition (e.g., running records)
   (II)   fluency (adaptation of NAEP's rubric (Bboard.); or any other adapted measure to assess fluency)
   (III)   oral reading comprehension (a comprehension measure: such as retelling, answering questions (types); formulating own questions in relation to text; etc. specifying text genre)
   (IV)   phonological *and* phonemic awareness *and* concepts of print (these latter measures are applicable to emergent and early readers mostly).

Writing: This assessment consists of students' writing samples. Examples of these are multiple: graphic organizers; paragraphs; statements; compositions; note taking; a response to a specific prompt etc. (Rasinski's and Padak's textbook has multiple ideas that can be used or adapted).
If possible, the writing prompt should be in relation to a text. This will facilitate your analysis of the writing sample. You can create a scoring guide or use an existing one.
The writing sample should provide some type of information on your student's literacy development. For example, if you are assessing author's bias as part of comprehension of narrative texts, the sample would be a student's answer to a prompt that reflects assessment of author's bias. However, if you are assessing a student's spelling development and recognition of first and last consonants your sample would respond to a prompt that captures that dimension of writing/word recognition.

Reading and Writing assessments should be organized in such a way that you include:
   o   A blank copy of each assessment
   o   Your writing for this section should include the following
     (a) A description/definition of each assessment used
     (b) Your rationale (the reason why) you used this assessment: Why is it important to assess this dimension of literacy? For example: Why would character development be important to assess in third-graders? Why is it necessary to assess reading fluency? You may want to use your texts and the discussions from class for your rationales (use cites when necessary).
     (c) How these were administered (individual, whole class; directions etc.)

B. Analysis:
In this section your writing will include a description and a discussion of your assessment scores or data. Please use pseudonyms describing students' results.

Your writing for this section will include:

    (a)   A description of the scores for your assessment. How were these scored? For example: did you use percentages? If so, describe them. Did you use miscue analyses? What were the miscue types. Did you use a writing rubric? What were the levels of the rubric?

    (b)   How scores were derived or obtained? For example, if miscue analyses were used, provide examples of how you coded some of the students' miscues supporting your description in (a). If a rubric was used include this and describe how scores were assigned based on the rubric (again provide a few examples from your samples)

Note: (a) and (b) above are highly interrelated: (a) provides a description of the scores of your assessment; (b) provides examples from your assessment samples that back up your description in (a). When in doubt, assume the reader is not familiar with your assessment measures!

C. Summary:
In this section you will include a summary of your students' strengths/weaknesses or needs in reading and writing, <u>based on the information derived from the assessments</u>. Your writing will include a summary your students' needs and weaknesses in each of the areas you assessed. Make sure you connect the information you present to the assessment information previously presented. Organize this section in your preferred format, however be systematic and organized in the presentation of information.

Suggested length: 5-6 pages

<u>Bring copies of Assessment Instrument to be distributed in class.</u>

TERM PROJECT, PART C: INSTRUCTIONAL PLANNING, IMPLEMENTATION AND ANALYSIS

<u>Overall description of Part C:</u>
For this last part of the term project you will design a week worth of literacy instruction for your students (group and/or class level) based on the assessments administered in Part B.

<u>Detailed description of Part C:</u>
Based on the results of the assessments used in Part B of the term project you will design a plan for instructional grouping for a week (5 days, reading or language arts period).

Your writing will include:
(a) <u>A list of instructional groups</u> across the entire class or groups (pseudonyms will be used for listing students) with an explanation that will help other school personnel understand the rationale for the groupings. Use your assessment data/results and your students' strengths and needs for the groupings.
(b) <u>An overview of the objectives/goals, skills and strategies</u>* that will be targeted for each group with an explanation that will help other school personnel understand the rationale for the

objectives, skills and strategies selected. * <u>Reading instructional strategies:</u> You should include at least one **specific reading strategy** described in one of your textbooks or other sources you have used (such as strategy articles presented in class or other textbooks used for other assignments; cite the author and page). In your plan, describe how you will implement the strategy and **why** you have selected this strategy (why is it appropriate; what students will learn based on assessment needs etc.).

(c) <u>Explanation of type of instruction provided:</u> You can design your instruction in any group format/arrangement (e.g., small group most of the time; whole group half of the time, small group instruction the other half etc.), *as long as you make clear how the instruction is meeting the students' needs and strengths.* To make this clear, include:

   (I)   An explanation of **how and why** your instruction will meet the **developmental/instructional and the cultural/linguistic needs of your students**. You may want to include as well how you will use grouping in an appropriate way.

   (II)   A detailed description of the modeling and scaffolding that might occur for one of the groups for one-week (reading or language arts period) that could be used as guide for other school personnel.

(d) <u>Materials*</u> that will serve the needs of students (e.g., books, manipulatives, science materials, flashcards, portfolio activities, magazines, selected websites etc.) and a description of how you will use these materials so that students have 1) choice, 2) appropriate scaffolding for any important material that is too difficult and 3) opportunity to read text that is appropriate for them. Make sure you include some type of technology as part of your materials (if not available to your students, please include a brief description of what would you use if it were available).

Note: These materials can be included as part of your description of (b) or (c) above. Including them contributes to a more thorough description of your instructional plan.

Suggested length: 5-6 pages

Final Presentation: On the last day of class, you will be responsible for giving a 10-15 minutes presentation on Parts A, B and C. Prepared a 4-5 page power point presentation. Further instructions will be provided by your instruction on the first day of class.

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ARTICLE/STRATEGY GROUP PRESENTATION

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Groups of 3-4 students will be responsible for leading a discussion on three articles and relative assigned readings on a specific topic (i.e., vocabulary development, comprehension, fluency, writing or phonemic awareness). Readings include relevant textbook chapters as well as **three** assigned articles (from Instructor). Presentations should include:

(a) Main points/aspects of the articles (assume your audience has **not** read the articles), including:

   • An emphasis on the reading strategy(s) used to address the literacy issues (i.e., vocabulary, comprehension, writing, fluency or phonemic awareness). What are the authors' points on the usefulness of the strategy? How can it be used? Grade? Age? Genre? Whole class? Small group?

   • Views on the authors' points: What are your groups views on the strategy? What are your groups ideas on how the strategy can be used in other contexts, subjects, topics? How can it be modified or improved? How can it be used in the classroom?

   • Two or three points on how these strategies can help and improve students' reading.

- How would *you assess* the use of the strategy(s) for a small group or for the whole class?
(b) A couple of questions (two to three) for the class to discuss.
(c) A short example of a strategy that can be implemented to address the assigned topic. For this part of the presentation a strategy should be presented according to the following criteria:
  - It should based on the groups assigned readings (i.e., vocabulary development, comprehension, writing, fluency, phonemic awareness).
  - The student should be able to use the strategy in an independent and purposeful fashion, once this has been learned/ taught. Thus, students should be able to use the strategy beyond the instructional context that it is taught.

Presentation: Turn in a copy of your group article summary prior to your presentation and have copies of the strategy's instructions for the class. <u>Presentation time</u>: Approximately 30 minutes (we will discuss this in class).

<u>Grade</u>: 25 possible points. Your groups grade will be based on an average of (a) and (b) above and the overall number of articles you are assigned.
A sing-up sheet for article discussions will be distributed early in the semester.

EDRD 632 CLASS SCHEDULE – TO BE DETERMINED

RA = Reading Assessment by JoAnne Schudt Caldwell
TCD = Teaching Children who find Reading Difficult by T. Rasinski, N. Padak, and G. Fawcett

Date	Topic	Reading/Assignments
Class 1 May 19	- **Overview: The Reading Process/Instructional Assessment** - **Interviewing Students - Interest/Attitude Assessments** - **Overview of Literacy Assessments** (Phonemic Awareness/Phonics, Comprehension, Fluency, Vocabulary/Word Knowledge, Writing**)**	Chapter 1 and 2 RA Chapter 1 and 2 TCD Group Sign-up
Class 2 May 26	- **Instructional Framework** - **Informal and Formal Reading Assessments**	Chapter 3 RA Chapter 3 and 5 TCD
Class 3 June 2	- **Early Literacy** - **Word Recognition**	Chapter 4 RA Chapter 6 TCD **DUE: Term Project, Part A** (Bring copies of Interview Instrument for Class)
Class 4 June 9	- **Motivation** - **Vocabulary Development and Listening Comprehension**	Chapter 5 and 8 RA Chapter 4 and 8 TCD **Article Group Presentation** *(Next Class: Bring narrative and expository trade books and textbooks to class)*
Class 5 June 16	- **Comprehension – Assessment and Instruction**	Chapter 7 RA Chapter 9 and 10 TCD

		Article Group Presentation
Class 6 June 23	• **Fluency Assessment and Instruction**	Chapter 6 RA Chapter 7 TCD **Article Group Presentation**
Class 7 June 30	• **Writing Instruction and Assessment**	Chapter 11 TCD **Article Group Presentation** **DUE: Term Project, Part B** (Bring copies of Assessment Instrument for Class)
Class 8 July 7	• **Collecting, Interpreting, Organizing and Presenting Assessment Data** • **Standardized Testing** • **Diagnostic Reading Assessments**	Chapter 9 and 10 RA **Article Group Presentation**
Class 9 July 14	• **Instructional Grouping Options based on Assessments** • **Diverse Populations, English Language Learners and Students with Special Needs** • **Integrated Reading Instruction**	Chapter 12 TCD Posted Reading (Blackboard) **Article Group Presentation**
Class 10 July 21	• Final Presentation	**DUE: Term Project, Part C** Final Presentations