EDRD 632   LITERACY ASSESSMENTS AND INTERVENTIONS FOR GROUPS

Advanced Studies in Teaching & Learning—Master of Education Program
Fall 2011
University Hall- Rm 1201

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CATALOG DESCRIPTION

Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. Class members conduct related practice in their own classrooms or specified field settings.

Prerequisite(s): EDRD 630 and 631; admission to literacy emphasis, or permission of the program coordinator.

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

Books

Required

Fountas, I. & Pinnell, G.S. (2008). When *Readers Struggle: Teaching that Works. Heinemann*

Paratore, J. & McCormack, R. ed (2007). Classroom literacy assessment: Making sense of what students know and do. New York, NY: Guilford Press.

Troia, G. ed (2009). Instruction and assessment for struggling writers: Evidence based practices. New York, NY: Guilford Press

Recommended

Harvey, S. & Goudvis, A. (2007), 2nd edition *Strategies that work: Teaching comprehension for understanding and engagement.* Portland, ME: Stenhouse

Rasinski, T., & Padak, N. (2009). *Effective reading strategies: Teaching children who find reading difficult* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall

BLACKBOARD
http://mymasonportal.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 .

Core Values
The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For other information regarding the College of Education and Human Development, please visit http://cehd.gmu.edu

George Mason University Policies and Services

Dispositions
Students are expected to exhibit professional behavior and dispositions. See http://www.gse.gmu.edu for a listing of these dispositions.

Academic Integrity
GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, wit h the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

GMU Email Accounts
Students must activate their GMU email accounts to receive important University information, including messages related to this class. 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.

Office of Disability Services
If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

Other useful campus resources:
WRITING CENTER located in Robinson Hall A 114 (703) 993-1200; http://writingcenter.gmu.edu

UNIVERSITY LIBRARIES "Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; http://caps.gmu.edu

Other university policies:
The University Catalog, http://catalog.gmu.edu, is the central resource for university
policies affecting student, faculty, and staff conduct in university academic affairs. Other
policies are available at http://universitypolicy.gmu.edu/. All members of the university
community are responsible for knowing and following established policies.

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

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.**
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.**
5. Candidates view professional development as a career-long effort and responsibility.

International Reading Association (IRA) 2010 Standards
2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.
3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
3.3 Candidates use assessment information to plan and evaluate instruction.
3.4 Candidates communicate assessment results and implications to a variety of audiences.
5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

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 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). 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
Project A : State and School Wide Focus		35
• Data Gathering	9/21	10
• Summary Handout	10/5	10
• Reflection and Analysis	10/19	15
Project B:		55
• Spreadsheet with Notes	11/2	10
• Analyzing Assessments Handout	11/16	10
• Coaching / Lesson Plans	11/30	15
• Video	12/7	10
• Final Reflection	12/7	10
Article Discussions	Ongoing	10
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). Your final grade will be given only after your assignments are uploaded to Taskstream.**

ASSIGNMENTS

Term Project, Part A: State and School-Wide Focus.

1. **Data Gathering**: You will download reading and writing assessment data *for your school* from your state website (Virginia, D.C. or Maryland) (School Report Card). **In class**, as an individual, with a partner, and with your teacher colleagues, discuss the measurements used, AYP and AMO criteria, and groups "at risk." Also discuss your state's testing framework.

2. **Summarize**: Prepare a **handout** or 15 minute **PowerPoint** for colleagues at your school that summarizes the information learned in #1. Then meet with a small group of school colleagues (such as your school team), share this handout/PowerPoint, and lead a discussion about the meaning/potential importance of the information as well as "next steps" (how to apply this information to instruction). Lead your colleagues in analyzing portions of the test data to discover implications for their own teaching.

3. **Reflection and Analysis**: Write a **4-5 page reflection/analysis**
    - describe the quantitative and qualitative data you obtained from the School Report Card
    - report what you learned about the role of the reading specialist/literacy coach from sharing this information with your school and class colleagues.
    - Address how your state's testing program is consistent or inconsistent with the IRA *Position Statement on High Stakes Assessment in Reading* as well as at least two other sources related to appropriate/inappropriate uses of assessments.
    - discuss, in your view, what should be modified and/or what should remain the same in your state's assessment system?
    - (Include your handout/PowerPoint as an appendix to the paper).

PART B: Class Focus

In this assignment, you will have the opportunity both to serve as a classmate's literacy coach and to be coached yourself. Complete the following steps together, with partners taking turns assuming the roles of the literacy coach and teacher.

1. **Gathering Data**: First, create a _spreadsheet_ showing the most recent _reading and writing_ scores for all students in your class on at least three assessments. Include formal (e.g., Virginia SOL, DRA, PALS) and informal (e.g., Running Record), if available.

2. **Analyzing Assessments:** With a _small group in your class_, locate and read publishers' information on technical aspects of all of the assessments identified by group members, including reliability/validity. _Prepare a handout_ on this information (one page per assessment) and share with your classmates (within your class, the goal is to analyze as many assessments as possible).   Include a description of the purpose of the assessment (screening, progress monitoring, measuring outcomes).

3. **Instructional Needs:** Compare your student assessment results with other existing data sources, such as homework and class assignment performance, to analyze individual student performance. Add relevant notes to your spreadsheet. Then _make notes on the spreadsheet related to each student's instructional needs in reading and writing_. Share and discuss with your partner.

4. **Coaching and Lesson Planning:** Then, acting as your partner's literacy coach, lead your partner to use the data to make instructional decisions, including flexible grouping arrangements for a specific unit or series of lessons he or she plans to teach in the future. _Coach your partner_ in _creating two specific lesson plans_ for his/her class in which students will be reading and/or writing. Within these plans, specify how students will be grouped for instruction, using (across the two plans) at least two formats (e.g., small group, large group, individual). Also be sure to specify how you will assess student learning during each lesson. You may use the lesson plan format that is standard in your school.

5. **Implementation**: Implement your lessons.

   - _Make a video_ of at least 15 minutes of one lesson and share it with your coaching partner. Between the lessons, make adjustments as needed to improve outcomes for all students, with special attention to struggling readers. Talk with your coaching partner and discuss each other's results, providing support as needed.
   - Also _write a 2-3 page reflection_ on what you learned about grouping and what you helped your partner learn. Be specific about the suggestions you made to each other and whether these were implemented. Also clearly indicate how you and your partner helped each other create grouping plans linked to the assessment information.

6. **Submit**: the final spreadsheet (1, 3), the handout you created (2), and one lesson plan (4), your video (5) and your final reflection (5) to Taskstream.

ARTICLE DISCUSSIONS

Each student will be responsible for leading a discussion on one of the assigned readings for class. Readings include textbook chapters as well as assigned articles. Discussion leaders should include in their <u>discussions</u> and <u>handout</u>:

(a) Main points/aspects of the article (assume your audience has read the article, so do not restate every detail and aspect of the article!)

(b) A couple of questions (two to three) for the class on the article. Questions should elicit reflection as well as application of issues discussed.

<u>Grade</u>: Your grade on these discussions will be a total of 10 possible points. Your grade will be based on an average of (a) and (b) above.

A sign-up sheet for article discussions will be distributed early in the semester.

EDRD 632 Class Schedule

Date	Topic	Readings and Assignments Due
8/31 Class 1	Overview of Literacy Assessment Formative vs Summative Syllabus and Assignments	Washington Post Article: *Virginia Schools Labeled Failing* http://www.washingtonpost.com/local/education/most-virginia-schools-labeled-as-failing-under-federal-law/2011/08/11/gIQAAZpn8I_story.html Paratore Chapter 15 Paratore page 207 Chappuis and Chappius (2007) *The Best Value in Formative Assessment*
9/7 Class 2	Literacy Success Overview of the Reading Process Informal and standardized assessments	*Literacy Intervention and Instruction:* Literacy Success - Fountas and Pinnell: Chapter 1 The Reading Process and Effective Readers - Fountas & Pinnell chapter 2 When Readers Go Off Track –Fountas and Pinnell chapter 3 *Assessment* Paratore, chapter 1 *(Inquiry Based Assessment)* Cooper, chapter 5 *Published Standardized Measures: An Overview for Classroom Teachers*
9/14 Class 3	Reading Assessment - emergent literacy, - phonemic awareness,	Fountas and Pinnell: Chapter 9 – *Phonological Base for Learning How to Read and Write* Fountas and Pinnell; Chapter 10 – *Learning About Print* *Assessment* Fountas and Pinnell: Chapter 4 *(Analyzing Reading Behaviors)* *Fountas and Pinnell: Chapter 5 (Change Over Time)* *Fountas and Pinnell: Chapter 9 (pgs 179-183 –phoneme awareness assessment)* *Fountas and Pinnell: Chapter 10 (pgs 204-210 – assessing print)*
9/21 Class 4	Organizing Data	Rubin **Project A Discussion of State Data Discussion:** **bring downloaded information**
9/28 Class 5	Reading Assessment - Word Recognition	Word Recognition Intervention: Fountas and Pinnell: - 11, 12 Rubin
10/5 Class 6	Assessing Comprehension of Narrative and Expository Text Assessing Motivation	Assessing Information Text – Paratore chapter 12 Assessing Strategic Reading – Paratore chapter 11 Assessing Reading Motivation: Paratore chapter 4 Fountas and Pinnell chapter 20 **Project A Handout Due and Discussed**
10/12	Comprehension strategies and Reading Instruction - teaching for problem solving - teaching for independence - prompting	Comprehension Intervention: Fountas and Pinnell: Chapter 17 Fountas and Pinnell: chapters 14, 15

10/19	Reading Fluency (oral reading) Understanding Text	Fluency Intervention: Fountas and Pinnell Chapter 16 Fountas and Pinnell: chapter 7 **Project A Reflection Paper Due** ***Project B: In groups begin to review and analyze different assessments (#2)***
10/26	Writing Assessment	*Assessment* Romeo: *Informal Writing Assessment* *Troia: chapter 1* *Troia chapter 13* *Troia chapter 14*
11/2	Writing Instruction	Writing Instruction and Motivation Fountas and Pinnell: chapter 13 Troia chapter 2, 3 (Motivation and Self Efficacy) Troia chapter 5 (Informational Writing) Spelling **Project B Spreadsheet (#1 & #3) Due**
11/9	Spelling	Paratore chapter 8 **In Class** **Begin Lesson Plans and collaborative coaching based on spreadsheets (#4)**
11/16	Vocabulary	Fountas and Pinnell: chapter 8 Paratore: chapter 6 **Project B Analyzing Assessments (#2) Group Project Due** **Share with Class**
11/23	**THANKSGIVING**	**THANKSGIVING**
11/30	English Language Learners SPED	Fountas and Pinnell: chapter 18 Troia chapter 6 Paratore chapter 9 **Project B Lesson Plans (#4) Due**
Dec 7	Integrated reading instruction Parents and Home Connection	Fountas and Pinnell: chapter 21 Paratore chapter 17 Troia chapter 4 (Connecting Rdg and Writing) **Project B Video and Reflection (#5) Due**

PBA Part A Rubric

IRA Standard/ Element	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
3.2b Collaborate with and provide support to teachers in the analysis of data, using the assessment results of all students.	The paper provides very strong evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides strong evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides some evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides little or no evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	
3.1a Demonstrates an understanding of the literature and research related to assessments and their uses and misuses.	The paper provides an excellent synthesis of literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a good synthesis of the literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a partial synthesis of the literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a weak or non-existent synthesis of the literature related to assessment and the appropriate uses and misuses assessments	
3.4 a Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability	In the paper and handout or PowerPoint, there is strong evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	In the paper and handout/Power Point, there is moderate evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	In the paper and handout/Power Point, there is limited evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	In the paper and handout/PowerPoint, there is little to no evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	

3.1d Explain district and state assessment frameworks, proficiency standards, and student benchmarks.	In the paper and handout/Power Point, the candidate very effectively explains assessment frameworks, standards, and benchmarks	In the paper and handout/Power Point, the candidate effectively explains assessment frameworks, standards, and benchmarks	In the paper and handout/Power Point, the candidate partially explains assessment frameworks, standards, and benchmarks	In the paper and handout/ PowerPoint, the candidate ineffectively or does not explain assessment frameworks, standards, and benchmarks	

PBA Part B Rubric

IRA Standard/ Element	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	2.1b Candidate develops very strong lessons based on foundational knowledge to meet the needs of learners.	2.1b Candidate develops strong lessons based on foundational knowledge to meet the needs of learners.	2.1b Candidate develops lessons that show a developing understanding of foundational knowledge to meet the needs of learners.	2.1b Candidate develops very weak or no lessons based on foundational knowledge to meet the needs of learners.	
2.2 c Support classroom teachers to implement instructional approaches for all learners.	Candidate provides very strong support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides strong support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides moderate support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides limited or no support to partner in developing, implementing, and analyzing lessons for all learners.	
3.1b Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a strong understanding through preparation of the assessment handout.	Candidate demonstrates a basic understanding through preparation of the assessment handout.	Candidate does not demonstrate understanding.	
3.1c Recognize the basic technical adequacy of assessments	Candidate demonstrates a very strong understanding	Candidate demonstrates a very strong understanding	Candidate demonstrates a very strong understanding	Candidate demonstrates a very strong understanding	

	through preparation of the assessment handout.	through preparation of the assessment handout.	through preparation of the assessment handout.	through preparation of the assessment handout.	
3.2a Interpret appropriate assessments for students, especially those who struggle with reading and writing.	Candidate prepares a very detailed and thoughtful spreadsheet showing assessment results and students' needs.	Candidate prepares a detailed and thoughtful spreadsheet showing assessment results and students' needs.	Candidate prepares a somewhat detailed and thoughtful spreadsheet showing assessment results and students' needs.	Candidate does not prepare a spreadsheet or it is not detailed/ thoughtful.	
3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention	Lesson plans are very clearly connected to assessment data for individual readers	Lesson plans are clearly connected to assessment data for individual readers	Lesson plans are somewhat connected to assessment data for individual readers.	Lesson plans are not connected to assessment data for individual readers.	
3.3c. Lead teachers in analyzing and using classroom, individual, grade-level, or school wide assessment data to make instructional decisions.	Final reflection clearly indicates ways in which the candidate led another teacher to use data in making instructional decisions	Final reflection somewhat clearly indicates ways in which the candidate led another teacher to use data in making instructional decisions	Final reflection provides only general statements about ways in which the candidate led another teacher to use data in making instructional decisions	Final reflection does not indicate ways in which the candidate led another teacher to use data in making instructional decisions	
5.4 a & b Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. Support teachers in doing the same for all students.	Lesson plans, lesson, and reflection show very strong evidence of grouping to meet the needs of all learners and supporting another teacher.	Lesson plans, lesson, and reflection show strong evidence of grouping to meet the needs of all learners and supporting another teacher.	Lesson plans, lesson, and reflection show moderate evidence of grouping to meet the needs of all learners and supporting another teacher.	Lesson plans, lesson, and reflection are not completed and/or do not show evidence of grouping to meet the needs of all learners and supporting another teacher.	