

George Mason University
College of Education and Human Development
Literacy Program

EDRD 633-6L1 – Literacy Assessments and Interventions for Individuals
3 Credits, Summer 2021
Tuesday, May 18-Thursday, June 17; 5:00-8:00 Online

Faculty

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Prerequisites/Corequisites

EDRD 630 and EDRD 631; EDRD 637 is a corequisite

University Catalog Course Description

Builds candidates' abilities to select and administer appropriate literacy assessments, analyze assessment data, and design individualized instructional interventions for students who experience difficulty with reading and writing. **Note:** This course requires students to conduct related practice in their own schools or specified field settings.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 18 by 4:30pm.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week during EDRD 633. During EDRD 637, daily check-ins during the workweek are expected. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Analyze assessments to determine their purposes, attributes, formats, strengths/limitations, and appropriate use in a comprehensive literacy assessment system.
2. Apply diagnostic principles, procedures, and techniques for assessing and evaluating the literacy needs of individual learners.
3. Communicate and collaborate effectively with learners and families.
4. Communicate assessment results and implications to a variety of audiences.

Professional Standards (aligned with standards from the International Literacy Association)

Upon completion of this course, students will have met the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

- 3.1 Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, and cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.
- 3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.
- 3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.
- 5.1 Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.

Virginia Standards for Reading Specialist Programs addressed in the course:

- 1a. Demonstrate expertise in the use of formal and informal screening, diagnostic, and progress monitoring assessment for language proficiency, concepts of print, phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension.
- 6e. Demonstrate expertise with educational measurement and evaluation, including validity, reliability, and normative comparisons in test design and selections.
- 6f. Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores.
- 6g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers.
- 6j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.
- 6l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
- 6m. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

Required Texts

Leslie, L., & Caldwell, J. S. (2021). *Qualitative reading inventory – 7*. Pearson.

McAndrews, S. (2020). *Literacy assessment and metacognitive strategies: A resource to inform instruction preK-12*. Guilford.

Additional readings will be made available on Blackboard and through GMU Library databases.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

- 1. Course Engagement (15%)**

Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities whether online or face-to-face. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers.

- 2. Assessment Analysis (15 %)**

In this assignment, you will review a published assessment (e.g., DRA, PALS). With a partner, (1) choose an assessment to evaluate: locate and read publishers' information on

technical aspects of the assessment, including reliability/validity. (2) Prepare a handout on this information (no more than one page, front & back) and present to your classmates. Include (a) a description of the purpose of the assessment; (b) target audience; (c) administration procedures; (d) content; (e) scoring; (f) technical adequacy; (g) usability; (h) links to intervention.

3. Performance-Based Assessment: Diagnostic Report (50%)

You will conduct a comprehensive assessment of a learner's strengths and needs. You will then create a Diagnostic Report sharing background information, general observations, and results from the assessment you conducted. You will also provide an analysis of these data and identify goals for future instruction and other instructional implications. You will gather feedback on a draft of this assignment from your practicum supervisor before submitting it for grading. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

4. Summary Report (20%)

At the end of the practicum, you will write a brief report summarizing your assessment findings and your instructional plans. You will provide recommendations for the learner's teachers and parents/guardians. You will gather feedback on a draft of this report from your practicum supervisor before submitting it for grading. You will conduct a meeting with the parent/guardian (if possible) and student to discuss progress made in the practicum and recommendations for continued literacy development in both home and school. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

- **Other Requirements**

Assignment Guidelines

Assignments should follow current APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.)

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (<https://writingcenter.gmu.edu/>) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA assignments in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) log in to Blackboard, (b) click the Organizations tab in the main menu, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

- **Grading**

<i>Grading Scale</i>	
Grade	Points
A	= 94 – 100
A-	= 90 – 93
B+	= 85 – 89
B	= 80 – 84
C	= 75 – 79
F	= below 75

Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (note that the grade of B- is not given). Incompletes must be cleared before moving to the next course in the instructional sequence.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

(F2F = meet face-to-face; SYNC = meet synchronously; ASYNC = activities completed asynchronously; *QRI-7* = *Qualitative Reading Inventory-7*; *McAndrews* = *Literacy assessment and metacognitive strategies: A resource to inform instruction preK-12*)

Date	Topics	Readings	Assignments Due
Tues, May 18 SYNC	<ul style="list-style-type: none"> - Course Overview - Assessment Overview 	<ul style="list-style-type: none"> - McAndrews – Chapter 1 	<ul style="list-style-type: none"> - Class 1 activities on Bb
Thurs, May 20 SYNC	<ul style="list-style-type: none"> - Informal Reading Inventories - Administering & Scoring the <i>QRI</i> 	<ul style="list-style-type: none"> - Walpole & McKenna (2006) - <i>QRI-7</i> – Sections 1-9 & 11 	<ul style="list-style-type: none"> - Class 2 activities on Bb
Tues, May 25 SYNC	<ul style="list-style-type: none"> - Types of Assessments - Evaluating Literacy Assessments 	<ul style="list-style-type: none"> - McAndrews Ch 2 - <i>QRI-7</i> – Section 14 	<ul style="list-style-type: none"> - Class 3 activities on Bb
Thurs, May 27 SYNC	<ul style="list-style-type: none"> - Assessing Affective Factors - Assessing Oral Reading Fluency 	<ul style="list-style-type: none"> - McAndrews Ch 5 - NAEP Oral Fluency Scale 	<ul style="list-style-type: none"> - Class 4 activities on Bb

Date	Topics	Readings	Assignments Due
Tues, June 1 SYNC	– Assessing Emergent Literacy & Word Recognition	– McAndrews Ch 3 & 4 –	– Class 5 activities on Bb
Thurs, June 3 SYNC	– Assessing Comprehension & Strategic Knowledge	– McAndrews Ch 6	– Class 6 activities on Bb
Tues, June 8 SYNC	– Assessing Prior Knowledge & Vocabulary	– Readings TBA	– Class 7 activities on Bb – DUE: Assessment Analysis
Thurs, June 10 SYNC	– Assessing Spelling & Writing	– Romeo, L. (2008). Informal writing assessment linked to instruction: A continuous process for teachers, students, and parents. <i>Reading & Writing Quarterly</i> , 24(1), 25-51. doi:10.1080/10573560701753070 – Nauman, A. D., Stirling, T., & Borthwick, A. (2011). What makes writing good? An essential question for teachers. <i>The Reading Teacher</i> , 64(5), 318-328. doi:10.1598/RT.64.5.2 – McAndrews Ch 7	– Class 8 activities on Bb
Tues, June 15 SYNC	– Analyzing & Reporting Diagnostic Data	– <i>QRI-7</i> – Section 10	– Class 9 activities on Bb
Thurs, June 17 SYNC	– Designing Interventions & Data-Based Instructional Plans – Using Technology to Support Student Learning	– Jones, J. S., Conradi, K., & Amendum, S. J. (2016). Matching interventions to reading needs: A case for differentiation. <i>The Reading Teacher</i> , 70(3), 307-316. doi:10.1002/trtr.1513	– Class 10 activities on Bb

Date	Topics	Readings	Assignments Due
		– Baxa, J., & Christ, T. (2017). The DigiLit framework. <i>The Reading Teacher</i> , 71(6), 703-714. doi:10.1002/trtr.1660	
Tues, June 22 SYNC	– Preparing for the Instructional Sessions	– none	– Class 11 activities on Bb
Thurs, June 24 SYNC	– Engaging Students & Families in Assessment – Preparing the Summary Report	– Garas-York, K. (2019). Organizing and implementing a parent-literacy specialist conference. <i>The Reading Teacher</i> , 73(1), 99-102. doi:10.1002/trtr.1792	– Class 12 activities on Bb
Week of June 28	– Preparing for EDRD 637 Instructional Sessions	– none	– DUE: PBA – Diagnostic Report June 30
Week of July 5	– Preparing the Summary Report – EDRD 637 Practicum	– none	
Week of July 19 ASYNC	– Putting It All Together	– none	– DUE: Summary Report by July 24

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Performance Based Assessment: Diagnostic Report

This performance-based assessment (PBA) is required during EDRD 633/637. These courses are integrated and you must take them concurrently. During the first tutoring sessions for EDRD 637, you will focus on becoming acquainted with your student and conducting preliminary assessments

that will inform decisions made when developing instructional plans. You should audio-record these sessions.

You are also required to contact a family member of the student at the beginning of the practicum. This contact will help ensure full participation of the tutored students and will also provide information from the family to assist you in getting to know the learner and understand his/her literacy strengths/needs. This contact will also serve to welcome the child and family to begin building a strong school/home connection.

In your diagnostic report, at a minimum you need to be able to report on the student's word identification, fluency, comprehension (both for narrative and expository text), vocabulary knowledge, and writing development. You'll also need to provide information about the students' interests and/or attitudes towards reading/writing. To facilitate this, you are required to administer (as a minimum):

- a Reading/Writing Attitude/Interest Inventory/Survey instrument that is appropriate to the age of your student
- the *QRI-7* (word lists, Level-Diagnostic Passages (find all levels for narrative text and instructional levels for expository text))
- writing sample (create your own rubric or (preferred) use one prevalent in local schools)
- at least 1 other assessment of your choice appropriate for your student

In some cases, alternate/additional assessments may be conducted, based on consultation with your instructor.

Once you have finished your assessments with your student, you will analyze the data you've collected and report on it in the Diagnostic Report. Keep in mind that the analysis is your opportunity to indicate what you think might be happening with the student before, during, and after reading a passage and during the writing process. It allows you to state the conclusions you drew from a close examination of the information across all of the assessments. As you analyze the data, look for *patterns* and make your best guesses based on the data. Use specific examples from the assessments to support any conclusions you draw or any hypotheses you make. Use words like "appears," "seems," and "is evident" to indicate that your statements are not facts, but are conclusions based on the data you collected. When possible, use data from more than one assessment to draw and support your conclusions.

Once your analysis is complete, you will provide recommendations for the student's future instruction. You'll also identify specific goals for your tutoring sessions with the student and potential instructional methods you'll use to address those goals.

Because the Diagnostic Report is a practice experience, you will not be sharing the report with family members or the school. Instead, you will be providing a copy of the summary report to the family at the end of the experience that will include essential information from the preliminary assessments as well as from your ongoing diagnostic teaching. However, you should write the report as if it would be shared with the family and/or the school.

Your Diagnostic Report should be no more than 5 single-spaced pages and should follow the format provided in the template on Bb. Please use initials (or a pseudonym) to refer to your student.

Your Diagnostic Report serves as an artifact of your proficiency with standard 3.4 of Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

Rubric for Diagnostic Report

ILA Standard/ Component	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.	Provides exemplary evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians.	Provides satisfactory evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians.	Provides partial evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians..	Provides little or no evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians.