George Mason University
College of Education and Human Development
Literacy Program

EDRD 633 DL1 – Literacy Assessments and Interventions for Individuals
3 Credits, Spring 2022
Online, Asynchronous
January 24, 2022- May 16, 2022

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 [select either a synchronous or an asynchronous] format 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 Monday, January 24, 2022 at 8 am EST.

At Mason, one credit hour represents one hour in the classroom and a minimum of two hours of out-of-class work per week throughout a 15-week semester (see Academic Policy 2.3 in the University Catalog). Thus, this 3-credit course requires a minimum of 3 hours of classroom instruction (or the equivalent work for asynchronous learning activities) and 6 hours of out-of-class work each week. Please schedule your time accordingly.

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 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:
  - 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:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
- 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. 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.

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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. L. (2020). *Literacy assessment and metacognitive strategies: A resource to inform instruction, PreK-12*. The Guilford Press.

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, VIA, hard copy).

- **Assignments and/or Examinations**
  1. Online Module Activities (15%) – 5 activities, please see schedule for due dates.
  Throughout the semester you will complete asynchronous online modules that involve an array of activities including recording your thoughts, reactions, connections, and questions related to assigned readings and content. These activities are designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each module will open on Monday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Sunday (see the class schedule for specific dates). Work submitted more than one week after the due date will not be accepted. Once each module is opened, it will remain open so that you may go back and review its content.

  While specific instructions and evaluation criteria will be provided for all activities, the following general criteria apply to all online modules. For each online module, you should thoughtfully and thoroughly complete all activities. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module. While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge and skills as a reflective practitioner is expected and necessary for earning full credit for each online module.

  For each asynchronous module, your engagement with the online activities will be scored using the following rubric:

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Criteria for Evaluation	Meets Expectations	Partially Meets Expectations	Below Expectations
Timeliness & Completeness	Online activities are *complete* <u>**AND**</u> submitted *on time*. (0.5 points)		Online activities are *incomplete* <u>**OR**</u> submitted *late*. (0 points)
Quality of Responses	Most responses reflect *thoughtful* contemplation of ideas, demonstrate a *clear understanding* of course content, and *include references* to course materials and concepts. (1.5 points)	Most responses demonstrate a *basic understanding* of course content, though *inaccuracies* may exist. *References* to course materials and concepts are *limited*. (1 points)	Most responses demonstrate *little or no understanding* of course content <u>**OR**</u> *no responses are submitted*. (0 points)
Collaboration with Peers	When required, responses to peers are *relevant*, *connected* to course content, and *stimulate* further thinking and discussion. (1 point)	When required, responses to peers are *vague*, with *few connections* to course content. (0.5 points)	*No responses* provided to peers. (0 points)

2. Performance-Based Assessment: Diagnostic Report (50%)- Due March 27
You will conduct a comprehensive assessment of a learner's literacy-related 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. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

3. Assessment Analysis (15%)- Due May 1
In this assignment, you will review a published assessment (e.g., DRA, PALS).
(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 the information below (no more than two pages).
(3) Present to your classmates (see Modules 4/5 for more details about presentation/peer support feedback). 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.

4. Summary Report (20%)- Due May 16
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 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. You are encouraged, but not required, to obtain feedback from your practicum instructor on the summary report before you submit it.

- **Other Requirements**

Assignment Guidelines
All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. <u>Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from the assignment for **_each_** day the assignment is late.</u>

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 professional 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) login to Blackboard, (b) click the Organizations option 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**

Grading Scale

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

McAndrews = *Literacy Assessment and Metacognitive Strategies: A Resource to Inform Information, PreK-12*

QRI-7 = Qualitative Reading Inventory-7

Date	Topics	Readings & Assignments Due
Week 1 JAN 24	Understanding Assessment & Learners	– McAndrews – Chs. 1 & 2 – Module activities –
Week 2 JAN 31	Assessing & Planning Instruction for Language Development & Word Analysis	– McAndrews – Chs. 3 & 4 – Module activities – **DUE: Module 2 activity due (Discussion)**
Week 3 FEB 7	Assessing & Planning Instruction for Oral Reading Fluency	– McAndrews – Ch. 5 – Module activities – **DUE: Identify student for tutoring & provide justification**
Week 4 FEB 14	Assessing & Planning Instruction for Comprehension & Writing	– McAndrews – Chs. 6 & 7 – Module activities – **DUE: Module 4 activity (Journal entry)**
Week 5 FEB 21	Administering & Scoring the *QRI*	– *QRI-7* – Sections 1-8 & 11 – Module activities – **DUE: Signed Parent Permission Letter**
Week 6 FEB 28	Analyzing & Reporting Diagnostic Data	– *QRI-7* – Section 9 – Module activities – "Patterns of Reading Difficulty" (Caldwell & Leslie, 2013) – review the materials for the PBA: Diagnostic Report assignment (in PBA folder on Bb)
Week 7 MAR 7	Designing Interventions & Data-Based Instructional Plans	Module activities – Jones, J. S., Conradi, K., & Amendum, S. J. (2016). Matching interventions to reading needs: A case for differentiation. *The Reading Teacher, 70*(3), 307-316. doi:10.1002/trtr.1513 – **DUE: Module 7 activity (Discussion)**
Spring Break MAR 14		
Week 8 MAR 21	– Preparing the Diagnostic Report	– Module activities – **DUE: PBA: Diagnostic Report MAR 27**

Date	Topics	Readings & Assignments Due
Week 9 MAR 28	– Evaluating Literacy Assessments	– *QRI-7 – Section 13* – Module activities – Popham, 2018 or Lyman, 1998
Week 10 APR 4	– Assessment Analysis	– Module activities – **DUE: Module 10 Activity (Assessment Analysis presentation)**
Week 11 APR 11	– Assessment Analysis	– Reliability and Validity- readings TBD – Module activities – **Due: Module 11 Activity (Assessment Analysis Peer Support Feedback)**
Week 12 APR 18	– Assessment Analysis	– Module activities
Week 13 APR 25	– Assessment Analysis	– Module activities – **DUE: Assessment Analysis MAY 11**
Week 14 MAY 2 (Tutoring Ends)	– Engaging Students & Families in Assessment – Preparing the Summary Report	– Module activities – Garas-York, K. (2019). Organizing and implementing a parent-literacy specialist conference. *The Reading Teacher, 73*(1), 99-102. doi:10.1002/trtr.1792 – review the materials for the Summary Report assignment
Week 15 (EXAMS)	– Preparing the Summary Report (cont.)	– **DUE: Summary Report NLT MAY 16**

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

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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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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, sexual harassment, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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. As part of your practicum requirements for EDRD 637, you must work with an individual learner who has instructional needs in literacy for at least 20 contact hours while being supervised by a faculty member.

First, identify a K-12 student who has a demonstrated instructional need in literacy to work with for the practicum. This child cannot be related to you or a student you are currently teaching. Additionally, this should not be one of your former students.
1) Submit a justification (no more than one page in length) detailing the reasons for selection of the student to your instructor for approval.
2) Once you receive approval from your instructor, you are then required to obtain written permission from the child's parent/guardian to participate in the tutoring.
3) Submit a copy of the parental permission to your instructors in EDRD 633/637.
4) Prepare a schedule to complete tutoring activities. Plan to work with the student for 1 hour and 15 minutes, two times each week (or a total of 2.5 hours over two sessions) each week. You will video record each session. The tutoring sessions can be held in a location you and

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the child's parent agree upon such as your classroom, a local library, etc.

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 also gather any information that you can from the child's family to assist you in getting to know the learner and understand their literacy strengths and needs.

You will compile the data you gather into a diagnostic report. In your diagnostic report, you should be able to report on the student's word analysis skills, 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 published Reading/Writing Attitude/Interest Inventory/Survey instrument that is appropriate to the age of your student
- a designated informal reading inventory
- a writing sample (create your own rubric or use one prevalent in local schools, such as the 6 Trait Writing rubric, or the Virginia SOL writing analysis format)
- at least 1 other assessment of your choice appropriate for your student.

Please note that in some cases, alternate or additional assessments may be used in place of or in addition to the informal reading inventory, based on consultation with your instructor.

Once you have finished your assessments with your student, you will analyze the data you 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 child's 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*:

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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.