

Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

LITR 4120
Literacy Assessment and Applications
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). *INTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course; LITR 3110; LITR 3120; LITR 3130. Diagnostic and assessment strategies for corrective instruction for struggling elementary readers and writers. The course includes causes of reading disability, methods of diagnosis, instructional methods for group and individual remedial work, and strategies for successful test taking. Teacher candidates will be required to apply their learned skills in tutoring experiences.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

LITR 4120 **P**ortfolio/**A**ssessment **M**aterials Packet:

LiveText Inc. (2007). College LiveText edu solutions. La Grange, IL: United Learning Inc.

Suggested Text

Schumm, J. S. (2006). *Reading assessment and instruction for all learners*. New York: Guilford.

ELECTRONIC RESERVE ARTICLES

Alderman, G. L., & Green, S. K. (2011). Fostering lifelong spellers through meaningful experiences. *The Reading Teacher, 64*(8), 599-605.

Baumann, J. F., Ware, D., Edwards, E. C. (2007). "Bumping into spicy, tasty words that catch your tongue": A formative experiment on vocabulary instruction. *The Reading Teacher, 61*(2), 108-122.

Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. *The Reading Teacher, 58*(3), 230-239.

- Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent & Adult Literacy*, 50(7), 528-537.
- Clark, K. F. (2004). What can I say besides “sound it out”? Coaching word recognition in beginning reading. *The Reading Teacher*, 57(5), 440-449.
- Elish-Piper, L., Johns, J. L., Lenski, S. D. (2006). *Teaching reading: Pr-K – grade 3* (3rd ed.). Iowa: Kendall/Hunt Publishing Company.
- Farr, R. (1991). *Portfolios: Assessment in language arts*. (ERIC Digest No.ED334603)
- Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Ganske, K., Monroe, J. K., & Strickland, D. S. (2003). Questions teachers ask about struggling readers and writers. *The Reading Teacher*, 57(2), 118-128.
- Gill, S. R. (2008). The comprehension matrix: A tool for designing comprehension instruction. *The Reading Teacher*, 62(2), 106-113.
- Helman, L. A. (2005). Using literacy assessment results to improve teaching for English-language learners. *The Reading Teacher*, 58(7), 668-677.
- Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58(8), 702-714.
- McLaughlin, M. (2012). Reading comprehension: What every teacher needs to know. *The Reading Teacher*, 65(7), 432-440.
- Miller, S. A. An initial, practical reading assessment model of the classroom teacher. 6(1), 4-9.
- Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102-112.
- Tomlinson, C. A. (2000). *Differentiation of instruction in the elementary grades*. Clearinghouse on Elementary and Early Childhood Education (ERIC Digest No. EDO-PS-00-7)
- Williams, C., Phillips-Birdsong, C., Hufnagel, K., Hungler, D., & Lundstrom, R. P. (2009). Word study instruction in the K-2 classroom. *The Reading Teacher*, 62(7), 570-578.
- Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented*. Minneapolis, MN: Free Spirit Publishing Inc.
- Yopp, H. K. (1998). A test for assessing phonemic awareness in young children. *The Reading Teacher*, 49(1), 20-29.
- Yopp, H. K., & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54(2), 130-143.

COURSE OBJECTIVES

The teacher candidate will:

1. Identify and describe factors that contribute to difficulties in reading and writing for struggling readers, writers, and ELLs. (INTASC S1, S2, S4, S5; DL2.2)
2. Apply knowledge of reading and writing assessment practices as on-going processes. (InTASC S6, S7; FL3.1, DL2.2, AL2.2, AL3.1, AL3.2, AL3.3; IRA 3.2, 3.3)
 - a. Use assessment information to plan and evaluate instruction.
 - b. Select, develop, administer and interpret assessments, both traditional print and electronic, for specific purposes.
 - c. Use appropriate diagnostic procedures.
 - d. Identify sources of data.
 - e. Constantly modify instruction based on struggling readers, writers, and ELLs performance (progress monitoring).
3. Administer and interpret brief screening assessments, criterion referenced instruments, informal assessments, formal assessments, standardized assessments, and instructional methods to gather reading and writing performance data from struggling readers, writers, and ELLs. (InTASC S6, S7; FL3.1, DL2.2, AL2.2, AL3.1, AL3.2, AL3.3; IRA 3.1, 6.4)
 - a. Administer an Informal Reading Inventory to struggling readers, writers, and ELLs to determine a student's independent, instructional, and frustration reading level.
 - b. Analyze reading performance of struggling readers, writers, and ELLs to determine a reader's strategies for word identification and knowledge of the meaning, structure, and visual cueing systems.
 - c. Analyze comprehension strategies applied from struggling readers, writers, and ELLs.
 - d. Use coding of oral reading from struggling readers, writers, and ELLs as documentation of needs and progress.
 - e. Analyze available information about struggling readers, writers, and ELLs from formal and informal sources.
 - f. Use other diagnostic instruments, as needed.
 - g. Identify types of assessments and their purposes, strengths, and limitations. Analyze the validity and reliability of assessment instruments
 - h. Identify local, state, or national policy decisions.
4. Use foundational knowledge to design and implement an integrated, comprehensive, and balanced curriculum using teaching strategies and materials designed to help struggling readers, writers, and ELLs make maximum progress in the following areas, as appropriate for the student being tutored. (InTASC S7, S8; FL3.1, DL2.2, CPL2.3, CPL3.1, AL2.2, AL3.1, AL3.2, AL3.3; IRA 2.1; ECED/ECSE GACE 0001, ECED/ECSE GACE 0002, ECED/GACE 0005, ECSE/GACE 0003)
 - a. Increase sight vocabulary
 - b. Develop balanced strategies for identifying unknown words
 - c. Develop word analysis and decoding ability including knowledge of word parts (prefixes, root words, and suffixes)
 - d. Develop the ability to self-monitor and self-correct using appropriate fix-up strategies
 - e. Increase fluency

- f. Develop comprehension including critical thinking skills (for literary & informational texts)
 - g. Develop vocabulary (preteach, direct, indirect, context, oral language)
 - h. Increase interest in reading
 - i. Develop writing skills
 - j. Others, as needed
5. Describe the role of professional judgment and practical knowledge for improving all students' reading development and achievement. Maintain professionalism when communicating assessment results and implications regarding student cases, critiquing teaching strategies, and resource specialists consulted including ESOL teachers. (InTASC S9; IRA 1.3, 3.4)
 6. Identify effective methods to promote home-school communication for all students and involve parents in helping their student with reading and writing. (InTASC S9; IRA 3.4)
 7. Write a summary report of findings, document instruction and progress, and make recommendations for continued instruction. (InTASC S6, S8, S9; IRA 3.3)
 8. Demonstrate knowledge and skill in identifying state and local resources and appropriate referral strategies to link families with a range of family oriented services. (InTASC 9; EDL 2.1, IRA 6.2)

**International Reading Association, (2014, April). Standards for reading professionals – revised 2010. Retrieved from <http://www.reading.org/general/CurrentResearch/Standards/ProfessionalStandards2010.aspx>*

**Georgia Professional Standards Commission, (2014, April). Georgia Assessments for the Certification of Educators (GACE). Retrieved from <http://www.gapsc.com/EducatorPreparation/EducatorAccountability/downloads/AnnualInstitutionReportdraft.pdf>*

SAMPLE COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Pre-Assessment and Action Plan (CO 1, 2, 3):

Conduct screening assessments/ preliminary evaluation of the child in order to:

1. Identify student interests, attitudes, and behavior, and background knowledge that will influence instruction.
2. Determine appropriate instructional and independent reading levels.
3. Identify reading strengths and weaknesses.
4. Prioritize areas for remediation.
5. Plan tentative goals for an instructional program through integration.

2. Tutoring Lesson Plans (CO 2, 3, 4):

Design step-by-step, instructional lessons to meet the child's needs. Each tutor will:

1. Write and print a **PART 1 Lesson Plan** before each tutoring session.
2. Use assessment to inform instruction and base teaching activities on goals set.
3. Use appropriate pacing and purposeful teaching procedures including modeling of research-based strategies; make adjustments throughout tutoring process.
4. Select appropriate materials for instruction

5. Write **PART 2 Lesson Plan Anecdotal Notes** during lesson implementation to document the child's reading and writing strengths and weaknesses which will inform instruction.
6. Write and print a **PART 3 Lesson Plan Commentary** *immediately after* each session to evaluate and reflect on the lesson in terms of the child's performance via ongoing progress monitoring.
7. Specific Strategies developed in this course include, but are not limited to:
 1. Word parts (root words/affixes); (CO 4)
 2. Repeated readings; (CO 4)
 3. Functional writing; (CO 4)
 4. Thinking Maps; (CO 4)
 5. Reciprocal Teaching (CO4)

3. Tutoring Lesson Observation (CO 2, 3, 4):

The instructor will observe tutoring sessions to provide feedback and to evaluate lessons taught using research-based strategies. An observation rubric will be provided. Teacher candidates may also observe peer and provide appropriate feedback using the Peer Observation form.

4. Post-Assessment and Final Tutoring Portfolio (CO 1, 2, 3, 5, 6, 7):

Evaluate the student's progress. Teacher candidates will plan appropriate post-testing to assess the student's current instructional reading level and performance in other selected areas based on their instructional goals. Teacher candidates will prepare a summary of findings report for the child's teacher/parents describing the child's strengths, weaknesses and recommendations for further instruction. Documentation will be compiled in a Final Tutoring Portfolio along with all lesson plans, running records, student work, student writing, feedback from others, and lessons observed when child is absent. Scoring rubrics for this final portfolio will be provided.

5. Running Record Quiz (CO 3):

Students will demonstrate ability to accurately code, score, and analyze a running record.

6. Phonemic Awareness/ Phonics Quiz (CO 4):

Students will demonstrate ability to hear sounds in words and identify the correct corresponding graphemes. Students will define phonemic awareness and compare and contrast with phonics.

7. Literacy Idea Share (CO 4):

Teacher candidates will demonstrate an instructional literacy activity to the class related to phonemic awareness, alphabet, phonics, sight words, vocabulary, comprehension, fluency, or writing development (i.e. word parts, repeated readings, context clues, functional writing). A scoring rubric will be provided.

1. Students will share a literacy idea, strategy, activity, process, or technology resource for a selected literacy topic
2. Include in the presentation a brief description of the idea, an example (if appropriate), and a listing of the reference(s) used.
3. Plan for the demonstration to last 5-7 minutes maximum

4. Provide a one-page handout describing the idea which will be copied and distributed in a Literacy Idea Share Packet for each member of the class.

8. **Final Exam on Course Content** (CO 1, 2, 3, 4)

9. **LiveText** (CO 1, 2, 3, 4, 5, 6, 7):

Students must post all LiveText requirements before grades will be issued.

1. Pretest/Posttest chart (CO 1, 2, 3)
2. Action Plan (CO 1, 2, 3)
3. 2 Lesson Plans (PART 1 + PART 3) (CO 2, 3, 4)
4. Summary Report of Findings (CO 1, 2, 3, 5, 6, 7)

COURSE EVALUATION

Running Record Quiz (CO 3)	25 points
Phonemic Awareness/Phonics Quiz (CO 4)	25 points
Literacy Idea Share (CO 4)	10 points
Tutoring Lesson Observation (CO 2, 3, 4)	25 points
Final Exam on Course Content (CO 1, 2, 3, 4)	100 points
Portfolio (Hard Copy + LiveText)	140 points
<ul style="list-style-type: none"> • All Pre-Assessment Data (CO 1-3) • Pretest Chart (CO 1-3) • Action Plan (CO 1-3) • All Lesson Plans (P1 + P2 + P3) (CO 2-4) <p><i>CPL3a *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.</i></p> <ul style="list-style-type: none"> • All Post-Assessment Data (CO 1-3) • Posttest Chart (CO 1-3) • Student Work/Writing Samples (CO 1, 3, 4) • Summary Report of Findings (CO 1-3, 5-7) 	<ul style="list-style-type: none"> • 20 points • 15 points • 15 points • 50 points • 10 points • 10 points • 10 points • 10 points
Total	325 points

ALL ASSIGNMENTS MUST BE TYPED

EXCEPTION: PRE/POSTTEST ASSESSMENT DATA FORMS

Late assignments will result in a 10 point deduction for each day late.

Final Grading Scale

- A = 90-100% (293-325)
 B = 80-89% (263-292)
 C = 70-79% (232-262)
 D = 60-69% (202-231)
 F = 59% and below (0-201)

Students must post all **LiveText** requirements before grades will be issued.

1. Pretest/Posttest chart
2. Action Plan
3. 2 Lesson Plans (PART 1 + PART 3)
4. Summary Report of Findings

ATTENDANCE POLICY

Content and Methods Lecture

Students are expected to arrive promptly for every class and to call or email me in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at each class session. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. **Missing class or part of a class will result in a 5 point deduction from your grade.** The Sullivan Literacy Center will be closed during class time. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course (VSU Handbook).

Field Experience

Absences from tutoring are highly discouraged!!! Any absences from tutoring must be made up. If your child is absent from tutoring, you must observe another student's tutoring session.

PROFESSIONALISM

At the tutoring site, students are expected to exhibit the professional behaviors that are expected of educators. Students must dress professionally for all tutoring sessions. Students must be at the tutoring site prepared to teach and on time. Students are required to display their lesson plan in their teaching area at the beginning of their lesson; lesson plans are not to be written during or after the session. Students must notify the instructor in advance if they will be late or absent from the tutoring session so that other arrangements can be made for the child. The use of cellular phones, texting devices, and other forms of incoming and/or outgoing communication during lab time is strictly prohibited unless specifically directed by the professor. Failure to abide by these requirements may result in receiving an 'F' as the course grade.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta

State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.