



EDUC 614A
Reading and Writing Assessment
CRN #46709
Weekly Modules run Sunday – Saturday

Online Course
Fall 2013

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours:	By Appointment

School of Education Mission & Vision Statement

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

Explores current strategies and techniques for evaluating reading and writing development in classroom settings; theoretical conceptual frameworks for evaluation; process and product procedures for evaluation; and formal and informal assessment techniques.

CHAPLIN: This course is an introduction to the process of assessing students in oral language development and acquisition and mastery of the reading process. Analysis of assessment data is integral to the development of instruction that is differentiated and designed to meet the need of all students. This course focuses on the implementation of the English Language Arts Standards as well as the English Language Development Standards. This course also satisfies the language and literacy development requirements for CTEL (California Teachers of English Language) for assessment and instruction of English Learners.

Course Objectives

The purpose of this course is to:

- Learn about the reading process and problems students encounter in reading English
- Learn about the assessment of reading
- Learn about strategies for all students and for students with disabilities
- Learn about writing assessment and strategies

Required Texts

Atwell, N. (2007). *The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers*. New York, NY: Scholastic. ISBN: 978-0-439-92644-7

Jones, J., & Elish-Piper, L. (2012). *Basic Reading Inventory: Pre-Primer through Grade Twelve and Early Literacy Assessments*. Dubuque, IA: Kendall Hunt. ISBN: 978-0-7575-9852-4

Recommended Texts

Reutzel, D. R., & Cooter, R. B. (2008). *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*. Saddle River, NY: Pearson. ISBN: 978-0-1370-4838-0

Additional readings and online resources will be provided via Cougar Courses as needed.

OUTCOMES and STANDARDS

The context for, and scope of this course is aligned with standards for Authorizing Teachers to Teach English Learners and the CTEL, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

*CTEL candidates will need to upload their graded CTEL signature assignment (with a passing grade or rubric indicating passing grade for assignment) to their **CTEL electronic portfolio** upon completion of the course. CTEL Program Coordinator will then review the candidate’s CTEL standards in their electronic portfolio in order to fulfill their certification requirements for the California State Department of Education. For further clarification, please contact Ana Hernández, CTEL Program Coordinator, at ahernandez@csusm.edu.*

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

This course: completion of online activities/modules (these are separate from the major assignments of this course) constitute weekly attendance. Students who miss 2 weeks of online activities will not receive a grade of A or A-; students who miss 3 weeks of online activities will not receive a grade of B+, B, or B-.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM School of Education graduate-level courses.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Appeals:

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Manuel Vargas, School of Education Director.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, e-mail, Cougar Courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Assignments will be submitted online.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Course Requirements

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

All students are expected to participate in the online modules and course activities and to demonstrate reflective learning. Weekly online modules run each Sunday through Saturday and students are expected to participate fully in each module. Unless otherwise negotiated with the instructor, all assignments are to be submitted on the assigned due date. Assignments not posted on Cougar Courses on the due date will lose 10% of earned credit per day.

Grading Standards

High: The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations, and classroom implementation. All work is submitted in a professional manner using APA style. Professional and responsible behavior, including timely completion of online modules and submission of assignments, is practiced in a consistent manner.

Intermediate: The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, is apparent.

Low: The graduate student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading, or poor organization. The student needs a great deal of guidance. The student is consistently late with work and has too many online absences.

The following grading scale will be used:

93 – 100	A;	90 – 92	A-;
87 - 89	B+;	83 – 86	B;
80 – 82	B-	79 – below	Failing

Course Assignments

Attendance and participation	20 points	Due: Weekly
Researching Tests	20 points	Due: September 21
Modifications of interventions	50 points	Due: October 26
Assessment Project	70 points	Due: November 30
Perspective on Tests: Paper	20 points	Due: December 7

DESCRIPTION OF ASSIGNMENTS

Scoring rubrics, samples, and more detailed instructions for individual assignments will be provided during the weekly modules on Cougar courses

Assessment Project – In Depth Case Study. (Due: November 30—70 points) This project involves the assessment of **two students at two different grade levels**. One student **MUST** be an English Learner. The other student could be selected from the following: RT12, Special Education or status as an English Learner. You will need to examine the backgrounds of both students as well as obtain assessment information for each student you select. Students must be selected using the following:

1. How does the student qualify as a focus student for the case study
2. Provide evidence that the student qualifies: standardized test scores such as CELDT, CST, or additional standardized tests. Any authentic assessments that the student has received such as assessments as a part of SST or ones that former teachers have administered, or other similar data in the student's cumulative folder.
 - a. Evidence for selection should include the tests, what the test assessed, the results of the test, and what the results mean in terms of literacy development. For example, language development, emergent reading, phonemic awareness, word analysis, structural analysis, comprehension, content area understanding, cross content understanding, writing across the curriculum.
3. Examples of student work that is aligned with the evidence that you submitted.

After you select both of your focus students, you will complete the following for this project:

1. Obtain information on the backgrounds of each of the students. Is the child an older child? A middle child? The youngest? Have there been health issues such as tubes in the child’s ears? Referrals to social services? To the district/school psychologist? Have there been mobility issues? What does the office discipline file look like? How many referrals have there been, if any? What were the infractions? What disciplinary measures were taken?
2. Obtain the existing test scores of your two students. Obtain the scores of ALL tests each student has taken, including authentic assessments as well as standardized tests. Examples: CST, CELDT, MAPS, Other.
3. Obtain explanations for the scoring of the standardized tests. What objectives were being tested? How are the scores reported? In national curve equivalents? Stanines? Percentiles? Grade level scores? All of the above? Some? None? Indicate all of the ways the standardized test scores are reported. Is the standardized test also a criterion referenced test?
4. Take anecdotal notes – at least 8.
5. Take an informal reading inventory of your students’ reading performance.
6. What else has been done to support these students? In what special programs are these students involved? How long? Who referred them? Why? What measures have been taken? Has the assessment been ongoing? If so, include those scores as well.
7. Include a content area writing example of your student.
8. Create a grid and conduct an in-depth analysis of the students’ scores. The case study involves not only analyzing the scores and indicating what the scores mean, but also suggesting interventions.

An example of the analysis grid is included in the syllabus. The write-up for the case study on each student should use the following format:

1. A biographical sketch of the student (pseudonym)
2. A description of the conditions under which the tests were administered.
3. The analysis grid with specific information entered.
4. Interventions have clear descriptions, step by step implementation and rationale for selection and how the intervention will improve student success.
5. Include all paper samples of the assessments in an Appendix of your case study.

Example of the Assessment Grid

Assessment Date Administered	What I Learned and Where	Patterns across assessments	Areas of Strength	Areas of Need

Include an in-depth description of interventions to address areas of need. Interventions must contain the following:

1. Clear description each intervention(s)
2. Step by step detections for the implementation of each intervention(s)
3. Statement of HOW each intervention(s) will help the student be a better reader

Your project must contain samples of instruction and the resulting student work. You will also need to use a rubric to score the content area writing sample for each student.

Reminder: All interventions *MUST* be clear and specific. You should describe the strategy or activity you will be using in the interventions. That should be followed by a step by step process for implementing the strategy or activity. In other words, another teacher could pick up your description and list and be able to teach from it.

Be specific about the things you are doing with the student. In order to facilitate this, keep a journal on what you have done with the student noting how the student has responded throughout the project. Reflect on your teaching throughout the project. **You will complete an overall reflection upon completion of the project on Cougar Courses.**

Modifications of the Interventions. (Due: October 26—50 points) Individual interventions can also be used for more than one student. However, the focus of this project is to ensure that you are addressing *ALL* of the learning modalities to ensure that your instruction will meet the needs of all learners. For this assignment, you will need to take each used intervention in your case study and **adapt it for all learners**. Your intervention must be adapted with tactile/kinesthetic, visual (pictorial and graphic organizers), auditory (metacognitive) modalities as well as assessment data in order to differentiate planning and instruction appropriately. You will need to provide a rationale as to why and how the modifications in instruction will address the needs of other learners.

Researching Tests. (Due: September 21—20 points). Conduct an internet search to research the topic of assessment in educational journals, such as literacy journals, Phi Delta Kappan, Educational Leadership, any other journal or ERIC document. The purpose of this search is to stimulate our thinking in this class. You should do the following:

1. Look for research that either challenges or supports standardized testing of children (at least two articles). Consider the rationale for testing, the frequency of testing the ages at which tests are administered, etc.
2. Prepare a **summary** of each of the articles you have researched and read.
3. Share the summaries in online discussions with peers. Examine the issue thoroughly and become exposed to multiple perspectives on this issue. Understand that this is not to convince you to look at testing one way or another. That you will do on your own, having read and listened to the research.

Perspectives on Tests. (Due: December 7—20 points). At the end of the class, you will be asked to submit a **perspective paper** (minimum of 5 pages, double spaced, APA format) on the issue of testing. Refer to the research and tell stories from your own experiences (either personal or that of a classroom teacher).

Course Schedule for EDUC 614A (Fall 2013)

A journal entry reflecting on the module's readings will be due each week.
Additional readings will be provided with the weekly modules on Cougar Courses.

Module Dates	Topics	Readings & Assignments
Module One August 26-31	Introductions & Course Expectations English Language Development (ELD) Standards & Common Core State Standards (CCSS)	Read: Course Syllabus
Module Two September 1-7	English Language Development (ELD) Standards & Common Core State Standards (CCSS) Defining "Struggling" Readers	Explore: CCSS and ELD Standards
Module Three September 8-14	Getting to Know Your Students Beginning the Case Study	Read: Atwell, Chapter 1 Explore: CCSS and ELD Standards
Module Four September 15-21	Standardized Assessments	Read: Atwell, Chapters 2-3 Due: Researching Tests
Module Five September 22-28	Informal Assessments Meaning Length Units (MLUs) Rubrics	Read: Atwell, Chapter 4
Module Six September 29- October 5	Early Literacy Learning to Read and Reading to Learn Early Literacy and Adolescent Students	Read: Atwell, Chapter 5
Module Seven October 6-12	Academic Vocabulary Development Reading Fluency	Read: Atwell, Chapter 6
Module Eight October 13-19	Speaking and Listening Connections to ELD Standards and CCSS	Read: Atwell, Chapters 7
Module Nine October 20-26	Informational Texts Selecting Relevant Texts	 Due: Modifications of Interventions
Module Ten October 27-November 2	Reading and Writing Across the Content Areas	Read: Atwell, Chapter 8
Module Eleven November 3-9	Multicultural Curriculum Interdisciplinary Connections	Read: Atwell, Chapter 9
Module Twelve November 10-16	Scaffolding Literacy Instruction to Support Students	Read: Atwell, Chapter 10
Module Thirteen November 17-23	Students with Special Needs	
Module Fourteen November 24-30	Differentiating Instruction, Assignments, and Assessments/Grading	Due: Assessment Project
Module Fifteen December 1-7	Final Reflections Course Evaluations	Due: Perspectives on Tests