

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDMS 521 (04) Elementary Literacy I
Alvin Dunn, Mondays, 8 – 2:45
Fall 2008**

**Professor: Garza
Phone: 750 - 8504
E-Mail: egarza@csusm.edu
Office: University Hall
Office Hours: Monday 3 - 5**

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

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 5205, 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.

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.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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 College 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.

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.

COURSE DESCRIPTION

Official description from the course catalog: "The primary aim of this course is for students to develop a preliminary understanding of the theory, methodology and assessment of English Language Arts and second language learning in integrated and inclusive K-8 school classrooms. This course is aligned with the California 2042 standards."

Course Prerequisites

Admission to the College of Education Credential Program

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

3- Relationship between theory and practice 4-Pedagogical thought and reflective practice
5-Equity, Diversity & Access 7-Equity, Preparation to Teach Reading Language Arts

Course Objectives

KNOWLEDGE - Teacher candidates will:

- Gain an understanding of how a first and second language is acquired.
- To understand the reading process and its relationship to thought, language and learning.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- Become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms.
- Become familiar with classroom diagnostic techniques and evaluation procedures.
- Become familiar with current approaches to the teaching of reading and writing to children with special learning needs.

SKILLS - Teacher candidates will:

- Become sensitive observers of children's language using behaviors.
- Analyze children's reading /writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plan.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- Learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

ATTITUDES AND VALUES – Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' own personal and professional growth.
- Develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

COURSE REQUIREMENTS

Required Texts:

- Alice Quioco & Sharon Ulanoff . (2009)
Differentiated Literacy Instruction for English Language Learners.
- Amy Seely Flint. (2008).
Literate Lives: Teaching Reading and Writing in Elementary Classrooms.
- Jerry L. Johns (2008)
Basic Reading Inventory, Edition # 10
- Zarrillo, James.
Ready for RICA: A Test Prep Guide (1st or 2nd edition)

Additional Texts:

Additional texts on-line will be assigned, (i.e.: ELA Standards, websites and on-line articles).

Webct 6:

This course is *Web Based Instruction enhanced using WEBCT*. On-line access and completion of web based assignments is required.

Task Stream:

This course requires students to use a Task Stream <http://www.taskstream.com>..

Grading Standards

The following grading scale will be used. **Note:** *The College requires completion of this course with a C+ or higher in order to meet credentialing requirements.*

93-100 points	A	90-92 points	A-
88-89 points	B+	83-87 points	B
80-82 points	B-	75-79 points	C+

• Field Observations Forms (x 7)	20 points
• RICA Study Sheets	
• Annotated Menu of Assessments	30 points
• Reading Lesson Plan-Multicultural Literature	30 points
• E-Journal: Response Journal	<u>20 points</u>

100 Total Points Possible

All students are expected to participate in class activities and demonstrate reflective learning. Students must bring to class the required texts listed in the readings for each session. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. All assignments are to be submitted on the due date to WEBCT6. Assignments not submitted on due date will lose 10 % of earned credit per day. All assignments should be typed in size 11 Times Roman font and they should be double spaced. At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade. Students missing more than 2 class sessions will not receive a passing grade. Attendance will be taken during the first 5 minutes of class. Three tardiness or "early exits" will be the equivalence of an absence.

Descriptions of Assignments

FIELD OBSERVATION FORMS

In both the Literacy courses EDMS 521 and EDMS 522, you will study topics in literacy instruction related to RICA areas. Find the list of RICA topics in the table below under the title of the literacy course you are

taking this semester, EDMS 522. Complete one Field Observation Form (FOB) for each topic in the list. To complete the FOB, you must observe lessons teaching each topic. **Your non-judgmental observations** should be written on the **left hand side** of the form and **your evaluative reflections** should be written on the **right hand side**. Replicate the FOB form on your computer. Completed forms should be no longer than one full page, using size 10 Times New Roman font, with 1 ½ spacing. Please remember to compile all FOB forms into one document file, one after the other, and submit them as one document.

RICA Topics EDMS 521 Fall 08	RICA Topics EDMS 522 Spring 09
Literacy Assessment	Content Area Literacy
Comprehension – Narrative	Comprehension –Expository
Spelling Instruction	Vocabulary Development
Phonemic Awareness	Literary Response & Analysis
Concepts about Print	Independent Reading
Phonics Instruction	Supporting Reading through Oral Language and Writing
Structure of English Language	Writing

FIELD OBSERVATION FORM SAMPLE

Topic: RICA 5, Phonics	Date: 9/7/98
Grade Level: Kindergarten	Additional Descriptors: SEI class
Observations of Instruction	Reflective Notes to Myself
Teacher taught “B” sound using alphabet cards and the pocket chart. The students sat together on the carpet as a whole group. The teacher asked the students to help her place the picture cards and the word cards together in a matching activity. Then, the teacher had the students work at the tables writing words beginning with B then illustrated the following – bird, ball, balloon, and boat.	The teacher did a good job being inclusive with all students. Accommodations were made for second language learners when the teacher used some words that were close cognates (ball-bola) to help the students make connections. She was very effective in selecting children to participate actively. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how the beginning sounds work in their language.

RICA CONTENT AREA STUDY SHEETS

Replicate the RICA study sheet form below and complete one for each topic in the list. Include information on (a) what the RICA content area is about, (b) ways of assessing it, (c) ways of teaching it. Dr. Quiocho’s website is a great resource. <http://www.csusm.edu/Quiocho>. Click on “reading instruction portfolio.” See the section on accommodations for ideas on ways to support second language learners.

RICA Topics EDMS 521 Fall 08
Literacy Assessment
Comprehension – Narrative
Spelling Instruction
Phonemic Awareness
Concepts about Print
Phonics Instruction
Structure of English Language

<u>RICA</u>	<u>STUDY</u>	<u>SHEET</u>	
What is it?	How do you assess it?	How do you teach it?	Adaptations?

EJOURNAL- Response Journal

Students will have 5 EJournal entries due during the course. Each journal entry should demonstrate **analytical writing skills, including the ability to reflect** on the journal topics as related to your own experience. Please see the table below for information on each journal topic and the due dates. **More detailed information** on each journal topic and specific instructions for each one is provided **in a folder on the course Webct site (look for it on the main contents page)**. Most of the writing you do in your journal will be initiated during conversations on the topic with your group members in class. Each journal entry should be submitted to Webct "Assignments". Journal entries submitted one day late will lose points and journal entries will not received any points if they are more than one day late.

Journal Topic	Due Date (by 11 pm)
EJournal #1: Emergent Literacy & Cultural Responsive Teaching	September 1 (Session 2)
EJournal # 2 Language use & Beginning Reading - Writing	September 8 (Session 3)
EJournal # 3 Language Processes & Literacy Dev. Theories	September 15 (Session 4)
EJournal # 4 Observations at Center for Child & Family	September 22 (Session 5)
EJournal # 5 Using a Lessons to Evaluate Progress in a Unit	September 29 (Session 6)

READING LESSON PLAN MULTICULTURAL LITERATURE

This assignment addresses TPEs 7 & 15. In your cohort, this is a shared assignment between the EDMS 521 and EDMS 555 course. For this assignment, you can work with a partner to collect and analyze multicultural children's literature and write a lesson plan focused on reading comprehension and concepts of social justice and equity.

First, you and your partner need to select 3 multicultural literature pieces (at least one needs to be a bilingual book) and then write up a rationale for your selections. Please use the questions below to guide your selection of multicultural resources. Please write an answer to the questions for each literature piece in order to create a paragraph providing your rationale for selecting each book. Feel free to add any news stories, reports or articles that substantiate your rationale.

- Does each literature meet the criteria for quality children's literature? (including the bilingual literature piece)
- Does each literature promote social justice and equity?
- Does each literature help your students see themselves & feel as if they are part of the culture of the school?
- How well does each literature relate/connect to your chosen multicultural theme?

Next, you and your partner need to develop a lesson plan that teaches reading comprehension and social justice and equity concepts. This lesson will use ONE of the multicultural literature pieces. You will write a lesson plan that teaches reading comprehension along with concepts of social justice and equity. The lesson should engage the students actively and be meaningful and accessible to diverse students. Your lesson plan **MUST** be sufficiently detailed so that it describes what the teacher's actions are during each phase of the lesson. Your lesson must follow the outline of the guide below.

GUIDE for Lesson

Heading

Consider who your students are: Student Characteristics: (Provide a brief sketch). Grade level, English proficiency levels (at least 2 levels of EL proficiency), linguistic background, academic language abilities, content knowledge & skills, physical-social-emotional development, cultural background, health, special considerations, interests

Consider what you want your students to learn: Lesson Objectives: State the overarching goals of the literacy unit that this lesson is a part of and identify where in the unit your reading lesson occurs (beginning, middle, end). You may refer to two ELA standards and/or ELD standards.

State the **lesson objective(s)** (learning goal) **for social justice and equity concepts.** (1-2)

State the **lesson objective(s)** (learning goal) **for reading comprehension strategies.** (1-2)

Consider how to assess students' learning of objectives: Evidence of Learning
State what student work, resulting from this lesson, you will evaluate and how. (checklist, rubric).

Instructional Plan (Into, Through, Beyond)

Into

For this section of the lesson you need to describe the instructional strategies that you will use PRIOR to direct teaching of the reading comprehension objective(s). Your introduction must include a description of the instructional strategies and student activities that you will do prior to teaching the lesson in order to:

Connect to student's prior knowledge, lived experience and motivation

Build background knowledge (including front loading salient vocabulary)

Through

Write a detailed instructional plan of what you will do when teaching the reading lesson. Please describe both the Instructional Strategies (what the TEACHER does) and also the Student Activities (what the STUDENTS do). Provide enough detail so that the reader can visualize what is happening.

Modeled instruction: What does the teacher do during modeled instruction to demonstrate how to use the comprehension strategy? What are the students doing? Identify any scaffolds (modifications/adaptations) you are using.

Shared instruction: What does the teacher do during shared instruction to lead the students in learning how to use the comprehension strategy? What are the students doing? Identify any scaffolds (modifications/adaptations) you are using.

Guided instruction: What does the teacher do during guided instruction to give students opportunity to practice using the comprehension strategy? What are the students doing? Identify any scaffolds (modifications/adaptations) you are using.

Monitoring Progress?? What does the teacher do DURING the lesson to monitor the student's comprehension of instruction and to see if they are making progress learning the objectives?

Beyond

State when and how students will **apply** what they've learned in this lesson.

State how you will **review** the main concepts of the lesson after teaching the lesson.

ANNOTATED MENU of ASSESSMENTS

This assignment is designed to familiarize you with a variety of assessments and give you opportunities to conduct a few assessments, interpret assessment data and reflect on the purpose and process of assessment. For this assignment, you will develop a menu of a variety of educational assessments. The Assessments Menu includes mandatory activities and choice activities. Section A of the menu involves writing descriptions of 10 different assessments. Section B of the menu gives you the opportunity to choose 2 assessments to implement and then write a reflection on each one. You should organize your Assessments Menu according to the following outline.

OUTLINE for Menu

Menu Section A

Complete a descriptive list of 10 different assessments. You should use assessments for both math and literacy. For each of the 10 assessments you should write a description that includes the following:

- The name of assessment
- A statement of the main purpose of the assessment
- A brief description of what the assessor does and what the student does
- A brief description of the kind of data that it creates

Menu Section B

Choose 2 of any of the assessments from your descriptive list of 10 different assessments. Conduct each assessment with at least one student in the public school classroom. Record the data and determine what the data tells you about the student's strengths and needs. Write a reflection that includes the following:

- 1) a brief summary of the assessment and how you conducted it
- 2) a summary of the data and your interpretation of that data
- 3) your insights gained from this experience about the purposes of the assessment.

SCHEDULE / COURSE OUTLINE

Date	Topic	Assignments
Session One Aug. 25	Overview of course Standards & Assessment, Units & Lessons	http://www.cde.ca.gov Flint:154-156, 166, 193-198, 231-232, 235- 242, 364-367 (comp) Quiocho: 114-117, 125-126 Flint: ch 5

Session Two Sep. 1	Emergent Literacy Culturally Responsive Teaching	DUE: EJournal # 1 Flint ch 6 (emergent literacy) Flint ch 3, Quiocho ch 2 (culture)
Session Three Sept. 8	Presentation by Dr. Moineau Oral Language & Language acquisition Phonemic Awareness & CAP	DUE: EJournal # 2 Flint ch 2 (oral language) Flint 7 (Beginning Readers & Writers)
Session Four Sept. 15	Observations at Center for Children Phonics & Spelling	DUE: EJournal # 3 Flint ch 4 Theories of Literacy Dev.
Session Five	Reading Comprehension – Narrative Meaning Vocabulary Scaffolds	DUE: Reading Lesson DUE: EJournal # 4 Flint: ch 8 232 - 234
Session Six	Revisiting Assessment Monitoring Progress in a Unit	DUE: EJournal # 5 DUE: Annotated Menu Assessments
Session Seven	Structure of the English Language	DUE: Field Observations
Session Eight	Putting it all together: Literacy Instruction during Student Teaching	

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, and uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills. Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.