

**California State University San Marcos
College of Education
Course Syllabus**

EDUC 614 A - Assessment

Instructor: Alice M.L. Quiocho, Ed.D.

Associate Professor

Class Hours: 5:30 – 8:15 P.M.

Class Location: UH 441

Email: aquiocho@csusm.edu

Office Location: University Hall 327

Office Phone: (760) 750-4035

Office Hours: Arranged – before and after class

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)

Please access the College of Education website and click on the core values and beliefs of the College of Education. The COE website is: <http://lynx.csusm.edu/coe>

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 are approved for services through the Disabled Student Services Office (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.

Required Textbooks.

Reutzel, D.R. & Cooter, R.B. (2003). *Strategies for reading assessment and instruction: Helping every child succeed*. Upper Saddle River, NJ: Merrill Prentice Hall.

Project Descriptions.

#1. Tracking Student Achievement. (50 Points) This project involves the tracking of **two students at two different grade levels**. You should holistically examine the backgrounds of the students as well as obtain assessment information on the students. You should do the following for this project:

1. Obtain information on the backgrounds of each of the students. One student should be an English Learner or a Special Education student. 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 test scores of the two students. Obtain the scores of ALL tests this student has taken, including authentic assessments as well as standardized tests. Examples: CST, CELDT, MAPS, etc.
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. How were the authentic assessments scored? Informal reading inventories? What process was followed? What was the rate of administration? What else was used as assessments? Running records? Rubrics? Checklists? All of the above? Some? Different scoring devices? Indicate all of the scoring devices and report the scores on all used for the two students.
5. 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.
6. Create a grid and conduct an in-depth analysis of the students' scores. The analysis 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 tracking information is then developed into a case study that has the following format:

- A biographical sketch of the student (pseudonym)
- A description of the conditions under which the tests were administered.

- The analysis grid with specific information entered.
- Interventions have clear descriptions, step by step implementation and rationale for selection and how the intervention will improve student success.

#2. In-Depth Analysis of Student Achievement. (50 Points) Select one of the students whose assessments you have tracked. Refer back to the analysis you did as well as the interventions suggested. In this project, you will develop a specific intervention plan for one of the students. You will deliver this intervention plan, keeping track of student achievement in five areas, noting how achievement is being tracked and who is receiving the feedback. The five areas are:

1. Word analysis or word work
2. Independent reading
3. Guided reading instruction that is focused on comprehension and high level thinking skills (critical thinking) as well as comprehension of text in the content areas
4. Writing in the content areas (science, social studies, giving information/directions)
5. Personal writing
6. Oral language development

Your project should contain samples of instruction and the resulting student work. There should be a tracking of student achievement in each of the five areas indicated above. Rubrics should be used to score the personal content area writing. That is, there should be a content rubric, a conventions rubric and a genre rubric. Include all assistive devices and instruction you used to scaffold student learning. Note how, if, and when the scaffolds were withdrawn to create more student independence in learning.

All interventions MUST be clear and specific. You should describe the strategy or activity you will be using in the interventions (6). That should be followed by a step by step process for implementing the strategy or activity. In other words, I could pick up your description and list and teach from it.

The description of the intervention must be followed by a rationale that uses the assessment data. In essence, you are convincing the reader that this is an intervention that will work for this student because.....In addition, this intervention will help the student become a better reader and show improvement in reading achievement because.....

Your scaffolds MUST include ways to use tactile support, concrete-kinesthetic support, pictorial support, graphic organizers and metacognitive strategies.

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 and finally, do an overall reflection on both of these projects.

#3. Researching Testing. (30 Points). Conduct and internet search or research the topic in educational journals, such as literacy journals, Phi Delta Kappan, Educational Leadership or any other journal or ERIC document. You will be looking for the topic of testing. 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 to articles). Consider the rationale for testing, the frequency of testing the ages at which tests are administered, etc.
2. You will be asked to share the articles in class with peers. You want to examine the issue thoroughly and to be 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.
3. At the end of the class, you will be asked to submit a perspective paper on the issue of testing. Refer to the research and tell stories from your own experiences, either personal or that of a classroom teacher.

Attendance. (10 Points) This is a master's class, and although most of you are fully employed in schools and work full days, you are expected to attend class. It is expected that you will be on time to class unless there are extenuating circumstances. In such cases, it is the responsibility of the student to notify the instructor. Phone numbers and email address is provided to facilitate your communication with the instructor. ***If you miss more than two classes (which includes arriving late to class), you will not be able to earn a grade higher than a B in the course.***

Participation. (20 Points) The readings will provide a basis for the discussion in this class. You are expected to complete the readings and bring in at least one question to pose to your colleagues and the instructor during the class. You may use local district and school scenarios to provide elaboration for the questions you pose in class. The purpose of discussion is to be open to new ideas and ways to think about student assessment that informs instruction. There are no pat answers as to why students do not achieve. Access is a huge issue along with instructional scaffolds. It is not necessarily students' abilities, but perhaps cultural learning styles.

Grading. (Total Points = 160) Grades are calculated on a percentage basis. You will receive timely feedback on all submissions. You will be asked to look at the requirements for both projects and submit to the instructor a timeline for submissions of the parts of the project in order to obtain ongoing feedback. These timelines will be due the third meeting of class – February 4.

If at any time you are concerned about the grade you think you will be receiving in this class, please do not hesitate to communicate with the instructor to determine what needs to be completed or re-submitted. A point rubric based on the requirements of the project descriptions will be used to ascertain the points granted for the two required projects. The following calculations will be used to determine grades:

$$100 - 93\% = A$$

$$92 - 90\% = A-$$

$$89 - 85 = B$$

$$84 - 80 = B-$$

$$79 - 75 = C$$

$$74 - 72 = C-$$

Course Calendar : May be adjusted to accommodate student needs.

Date	Readings	Project Due Dates
Session 1	No Child Left Behind What is purposeful assessment? Syllabus overview/ Case study terms	Reutzel & Cooter, Chapter 1
Session 2	Reviewing testing instruments Research the tests used in your district and bring a list of those to the second session of class.	
Sessions 3	Classroom reading assessments Organizing for effective reading instruction	Reutzel & Cooter, Chapters 2 & 3
Session 4	Administering an IRI	
Session 5	Terms for standardized tests Searching the web to locate school and district test results	Timelines Due
Session 6	CELDT What the scores mean Searching the web to locate CELDT information: http://www.cde.ca.us Oral language development	Reutzel & Cooter, Chpater 5
Session 7	Reviewing what we know about beginning reading	Reutzel & Cooter, Chapters 6, 7, 8
Session 8	Vocabulary and comprehension development	Reutzel & Cooter, Chapters 9 & 10
Session 9	Analyzing data Bring in any data you have collected on your case study students to analyze in class	
Session 10	Content area reading and research	Reutzel & Cooter, Chapter 11 & 12
Session 11	Connecting reading and writing	Reutzel & Cooter, Chapter 13 Project #1 due
Session 12	Conferences on case study progress	
Session 13	Reading fluency and response to literature	Reutzel & Cooter, Chapter 14 & 15 Project #3 Due
Session 14	Conferences on case study progress if needed	
Session 15	Going beyond classroom walls Instructor evaluations	Reutzel & Cooter, Chapter 16 Project #2 Due

Scoring Rubrics

Project #1.

1. The students have been identified as to their “special needs” and/or individual needs status such as language, culture.
2. Information on the backgrounds of each of the students is complete.
3. Position in the family is clearly described.
4. Health issues have been described completely.
5. Referral information is included with descriptions of incidents (e.g., office discipline), actions taken, etc.
6. Social services or psychological referral information is included.
7. All test scores have been included for both students.
8. Descriptions of the tests have been included.
9. Objectives tested have been described.
10. Authentic assessment tools and scoring methods have been described.
11. Administrative dates (times) for all assessments are included.
12. Support services for both students are clearly described to include frequency of support.
13. Analysis grid is clear and comprehensive.
14. Interventions are specific and targeted to students’ strengths and needs.

Example of the analysis grid:

Test administered	What I learned from the assessment and where it occurred in the assessment (with clear examples)	Patterns I see emerging from the data	Student strengths	Student areas of need

Interventions go below the grid. Be sure they contain: clear descriptions, step by step descriptions for implementation, rationale for selection of intervention, and how the intervention will improve student achievement.

Project #2.

1. A specific intervention plan for one of the students is clear, comprehensive, with documentation (assessment/analysis data, descriptions of scaffolds)
2. Student achievement is tracked in six areas
 - Word analysis or word work
 - Independent reading
 - Guided reading instruction that is focused on comprehension and high level thinking skills as well as reading in the content areas
 - Writing in the content areas as well
 - Personal writing

- Oral language development
3. Samples of instruction (lesson plans) and the resulting student work is included.
 4. Rubrics to score the personal content area writing are included (content rubric, a conventions rubric and a genre rubric).
 5. Samples of multi-modality teaching: tactile, concrete-kinesthetic, pictorial, graphic organizers, and metacognitive strategies
 6. Note has been made how, if, and when the scaffolds were withdrawn to create increasing student independence in learning.
 7. A journal on what you have done with the student noting how the student has responded throughout the project is included.
 8. Reflection on your teaching throughout the project is included.
 9. Reflection on the entire assessment process is included.

Project #3.

1. At least two articles have been researched and critical (main) points delineated.
2. Summary is presented to the class, providing time for the audience to respond.
3. Diversity of viewpoints is honored and encouraged.
4. Critique of the ideas is objectively presented.
5. The final paper states a viewpoint with elaboration. No retelling or summarizing.
6. Elaboration is supported with either personal experiences or class experiences as a teacher in light of student experiences.

EDUC 614 B

This part of the course includes field work. During this field work you must accomplish the following tasks to meet the CTC standards for a reading certificate.

1. Work with two students at two different grade levels.
2. Tutor the students on an individual basis, using the intervention plans developed.
3. Keep anecdotal notes (at least 10 total) on each student in a small group setting and in a class setting.
4. Develop and write up a case study for each student and submit that case study to your University Supervisor.

The case study format is as follows:

1. A brief biographical summary of the students.
2. The conditions under which the tests were administered.
3. A list of assessments administered – both standardized and authentic.
4. An intervention plan for each student. The plan should include three different contexts – one on one, small group, and whole class.
5. Grouping strategies should be recommended with a rational as to why each grouping structure should occur and why.
6. An evaluation of the results of the interventions with recommendations for future instructional plans.

You may receive credit for this part of the class in three ways.

1. Submitting videotapes of your instruction with these students to your university supervisor.
2. Submitting videotapes combined in class supervision by your university supervisor.
3. In class supervision by your university supervisor.

Please note that an administrator in your school should also be involved. Please ask your supervising administrator to observe you as you work with students one on one, in small group and whole class. Please provide the administrator with a copy of this syllabus. The administrator will be asked to sign off your experience along with the university supervisor.

If the administrator wishes, you may work collaboratively with the school-wide reading specialist or other resource teacher as designated by the site administrator.

Please refer to your University Supervisor who has the right to adjust the case study requirements.

You may use the following grid to record data. Expand the grid. The purpose of the grid is to transfer data from one area, that is, the assessments sheets to a place where you may easily access all the data. Not only does this tool help you record data in one place, it also serves as an excellent reporting tool to students, parents, administrators, resources teachers, Student Study Teams.

Students Name _____

Grade _____

Date _____

Assessment	Date of Administration	What I Learned and Where	Patterns	Strengths/Areas of Need

Instructional strategy(ies) for each pattern