

California State University San Marcos
College of Education
Course Syllabus
EDUC 614A – Assessment of Reading and Writing

Instructor: Jennifer Hamby, Ed.D.

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Class Hours: 5:30 – 8:15 P.M.

Class Location: Univ. Hall 337

Phone: 760-966-4944

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)

Course Description

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

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

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.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). The DSS 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.

Academic Honesty

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, 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. Patricia Prado Olmos, Associate Dean.

Writing

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

Attendance Policy

Due to the dynamic and interactive nature of EDUC 614A all students are expected to attend all classes and participate in all class activities. A passing grade will not be issued for students who do not attend 80% or more of the class sessions. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 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>

Required Textbooks

Jennings, J.H.; Caldwell, J.S.; and Lerner, J.W. (2010) *Reading problems: Assessment and teaching strategies*. (6th Edition) Boston: Allyn and Bacon.

(Optional suggested texts)

Howard, M. (2009).. *RTI from all sides: What every teacher needs to know*. Heinemann.

Johns, J.L. (2008) – *Basic Reading Inventory: Pre-Primer through Grade Twelve and Early Literacy Assessments*. (10th Edition) Kendall/Hunt

Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. Assignments not turned in by the due date will lose 10% of earned credit per day.

Attendance and participation	20 points	
Assessment Project	70 points	Due: May 3
Modifications of interventions	50 points	Due: April 12
Researching Tests	30 points	Due: February 22
Perspective on Tests: Paper	30 points	Due: May 10

Grading

A	96–100%
A-	90–95%
B+	89-87%
B	86-83%
B-	80–82%
C+	77-79%
C	73-76%
C-	70-73%

Academic Calendar

January 17	Martin Luther King Jr. Day – campus closed
January 24	First day of classes
March 18	Last day of class for first session of Spring half-semester classes*
March 19	First day of class for second session of Spring half-semester classes*
March 21 - 26	Spring break — campus closed March 31 (Cesar Chavez Day)
May 13	Last day of classes
May 14 - 20	Final examinations
May 21	Commencement
May 26	Grades due from instructors; last day of Spring semester

Assignments

#1. Assessment Project – In Depth Case Study. (70 Points) This project involves the assessment of *two students at two different grade levels*. One student **MUST** be an English Learner. 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. 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 the **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 are **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 case study 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.
- 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

In depth description of interventions to address areas of need. Interventions must contain the following:

- Clear description of the **intervention(s)**
- Step by step of the implementation of the intervention(s)
- Statement of HOW the intervention(s) will help the student be a better reader

Your project should contain samples of instruction and the resulting student work. Rubrics should be used to score the content area writing sample.

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, I could pick up your description and list and 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 and finally, do an overall reflection.

#2. Modifications of the Interventions. (50 points) Interventions can be used for more than one student. However, the focus of this project is to insure that you are addressing ALL of the learning modalities to insure that your instruction will meet the needs of all learners. Therefore, you need to take each intervention from your case study and **adapt it for all learners.**

Therefore, 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.

#3. Researching Tests. (30 points/30 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. Bring summary to class February 22. 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.
4. 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 Calendar and Assignments

Session/Date	Topics/Questions	Readings
1/25/11: Session 1	Introductions Mapping out the course	Prepare for next week. Chapters 1 & 2
2/1/11: Session 2	If our reading programs are balanced, how come students fail? What constitutes a reading disability?	Overview of reading and reading problems: Chapter 1 Factors associated with reading disability: Chapter 2
2/8/11: Session 3	Who are the students? Beginning the Case Study	Getting background information: Chapter 3
2/15/11: Session 4 No class – online discussion	What good are standardized tests?	Assessing reading: Formal measures: Chapter 4
2/22/11: Session 5	What more can we learn from informal assessments?	Using informal reading inventories: Chapter 5
3/1/11: Session 6	What are the early literacy skills and concepts?	Early literacy: Chapter 7 Narrative text: Chapter 11
3/8/11: Session 7	Word work.....	Word recognition accuracy: Chapter 8
3/15/11: Session 8	What problems can fluency create?	Reading fluency: Chapter 9
3/21/10-1 – 3/26/10 No class	Spring Break ☺	
3/29/11: Session 9	What part does vocabulary play in comprehension?	Vocabulary and listening: Chapter 9
4/5/11: Session 10 No class – online discussion	What happens when students read increasing amounts of informational text?	Informational text: Chapter 12
4/12/11: Session 11	Connecting reading and writing	Reading and writing: Chapter 13
4/19/11: Session 12	Multicultural education and diverse students	Diverse populations: Chapter 14
4/26/11: Session 13	Including special needs students	Special needs: Chapter 15
5/3/11: Session 14	How to support struggling students	Support for Struggling Students: Chapter 6
5/10/11: Session 15	It Takes a village Culmination/Evaluations	Collaborative assessment and instruction: Chapter 16