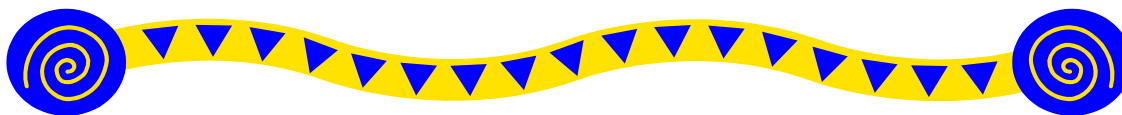


Syllabus for EDUC 340

Introduction to Literacy Assessment and Instruction



Cynthia Davey, M.Ed

EDUC 340

Credits: 4

Prerequisite: Admission to the TEP Program

Corequisite: N/A

Course Offered: Spring Quarter

Class days/times:

Room: EDUC

Telephone: Office 275-4772

E-mail: cynthia_davey@skc.edu

Office: EDUC Room # 105

Office Hours:

Required Books and Materials

- Shanker, James L. & Ekwall, Eldon E. *Locating and Correcting Reading Difficulties*. 10th Ed. Merrill Prentice Hall **ISBN: 10: 0132929104**
- Wilde, Sandra. *Miscue Analysis Made Easy: Building on Student Strengths*. Portsmouth, NH: Heinemann **ISBN: 0325002398**
- 3-ring binder (2")

Course Description

Introduction to Literacy Assessment and Instruction provides an introduction to formal and informal reading and writing assessments and instructional strategies to accommodate variations in the K-8 literacy program. Candidates will learn how to modify instructional strategies to meet the needs of all developmental levels of readers and writers.

Course Objectives

CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Candidate Objectives

1. Candidate will research and analyze various assessment methods used in K-8 classrooms with particular emphasis on the Native American learners.

CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information.

Candidate Objectives

1. Candidate will apply information learned in class to improve their assessment taking techniques with children.
2. Candidates will create modifications of lesson plans to individualize for children's needs.

COMMUNICATION

Communication skills will be addressed in course discussions, reflections, and personal reflections

Course Requirements

Assignments

1. Keep up with all reading assignments as assigned and complete chapter study guides. Chapter study guides are due on the date assigned, as we will discuss them as a class.
2. ***FOR YOUR INFORMATION: Any and all summaries that you write should re-introduce me to your student as if it is the first time I am hearing the information. The time you met with the child, child's first name only, gender, age (to the month), and grade. This information should be in the introductory paragraph.***

* **Textbook reading study guides (50).** Complete the weekly reading assignments and

You will need to work with an average to slightly struggling reader age 7-12.

1. Administer the a) McKenna and Kear Reading Attitude Survey (Garfield)

And **b) Burke Reading Interview** 20 pts ea. **(40)**

And **c)** one page (minimum) double-spaced, typed paper, **summarize** your findings. **(10)**

2. Miscue Analysis: Conduct one (audio-taped) miscue assessment followed by an immediate retelling on your chosen student. Transfer the miscues from the student reading (listening to tape and referring to your running record) to the *Simple Organizer*. Prepare a one page (minimum), double-spaced, typed reflection/summary of your initial discoveries from this first brief analysis, the highlights of which you will share with the class see rubric attached. **(75)**

3. RMA: Conduct one RMA session with the student you worked with on the miscue analysis. Be prepared to play the audio taped MA for your student. Use the simplified miscue RMA organizer and transfer info to the *advanced organizer* to aid you in the discussions with your student. Write a **two-page, double-spaced, typed summary** of the RMA session **using specific examples (at least two) of the student's responses** as well as your personal interpretation and analysis. What are the reader's strengths, weaknesses, and how would you provide remediation? **(50)**

4. Based on your miscue, RMA, and Burke and Garfield assessments, **develop an Instructional Plan and 2 lesson plans in SKC format (from a concept taken from Locating and Correcting Reading Difficulties text) to go with it.** This includes 2-3 learning goals, a typed, double-spaced summary of evidence from the assessments that led you to develop these goals, and 2 lesson plans. **Use the results from miscue analysis and the RMA session to help write the plan. (75)**

5. **Type a letter** to the parents explaining your work with the child, what you learned from the assessments and how that parent can support the child at home. **This letter will not actually go home to the child's parents;** it will be turned in to me for evaluation. **(10)**

6. **Research ONE reading program** currently in use on the reservation or ANYWHERE in the U.S. and create a **3 panel front-back brochure** informing the class of the key elements of the program. Questions to answer in the brochure might include; Where is the program in use? Is it research-based? How does it address the 5 Essential Components of Reading? What training is involved? What are the 'success stories'? Imagine that you are the manufacturer and your job is to SELL, SELL, SELL the program! Try to balance text with graphics, you want your brochure to be appealing as well as informational. Make sure to EDIT for grammar, punctuation and spelling. **(30)**

7. Mini-lesson: Teach one mini-lesson from your text, Locating and Correcting Reading Difficulties to your peers in this class. Use the mini-lesson format provided. Each student in the class should receive a copy of your mini-lesson. **(20)**

8. Participation: Participation and attendance are required and expected. Participation pts. Include class group work, lecture participation, note taking, peer evaluations, critique and feedback. 5pts. /18 class sessions = **90** total *in class* assignment points) In class assignments cannot be made up - WE NEED YOU THERE!

Credit Hours

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 4 credit course, delivered over a 10 week term will approximate: 4 hours/week classroom or direct faculty instruction.

In addition out-of-class student work will approximate a minimum of 8 hours each week.

Evaluation and Grading

405-450 A
360-404 B
315-359 C

270-314 D
 225 (50%) - 269 F
450 points total

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Reasonable Accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Stanley Fleming (stanley_fleming@skc.edu, 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Participation and attendance: Participation and attendance are required and expected. You will receive in-class daily points for work done in class. These points cannot be made up. We really need your daily input in discussions. If you have an emergency, e-mail or call me with that information. **Late assignments** are automatically reduced by one letter grade unless you have an emergency or are ill.

Rubric for writing assignments

- _ Ideas clearly articulated and reflective while supporting the purpose of the writing
- _ Organization reflects the purpose of the writing with attention to specific content and detail,
- _ Voice of the writer is natural, professional, and appropriate,
- _ Word choice reflects relevant terminology and educational nomenclature,
- _ Writing is fluent and easy to follow,
- _ Use of conventions is consistent with good teaching and modeling,
- _ The writing is neat and correctly formatted (including citations).

Lesson Plans & Mini Lesson plan

- Lesson plans will follow an adapted SKC Education Dept. format (see attached)
- Grading of lesson plans will following the attached rubric.
- Mini lesson plan will follow attached format

Course organization *This plan is subject to change according to class progress.*

SG = Study Guide

<u>TUESDAY</u>	<u>THURSDAY</u>
April 2 Syllabus 5 Essential Components of Reading	April 4 What is MA? Interest Inventories
April 9 Wilde, Chp. 1 SG DUE	April 11 Wilde, Chp 2 DUE
April 16 Wilde, Chp. 3 SG DUE	April 18 Wilde, Chp. 4 SG DUE
April 23 <i>Assignment #1 DUE</i> Wilde, Chp. 5 SG DUE <i>Wilde, Chapter 6 IN CLASS</i>	April 25 No CLASS TODAY!
April 30 Wilde, Chp. 7 SG DUE <i>Assignment #2 DUE</i>	May 2
May 7	May 9 <i>Assignment #6 DUE</i>
May 14 <i>Assignment #3 DUE</i>	May 16
May 21	May 23 No CLASS TODAY! Field Experience – Complete your 10 hour practicum!
May 28 <i>Assignment #4 DUE</i>	May 30
June 4 <i>Assignments 1-5 DUE in completed case study portfolio/packet</i>	June 6

Assignment #7
is due on the
dates chosen
for
presentation of
1 mini-lesson.

Miscue Analysis

Grading Rubric

Miscue Analysis/on time (5/8) Y N (5) (-10 AFTER 1 WEEK)

Marked Typescript _____ **(15)**

Simple Organizer (20)

Advanced Organizer (optional) _____

Summary (35 total)

\Rightarrow Student's information _____ (4)

⇒ Edited/# errors 0 - 2(8) 3- 5(3) 6 - 10(1)
 numerous errors/correct and resubmit (0)

⇒ Specific examples used to back up analysis ____ (5)

⇒ *Clear analysis based on organizer*_____ (15)

- Answered the question, “what specific strategies is this student struggling with and what patterns in the miscues do I notice?”

\Rightarrow At least one full page _____ (3)

Assignment TOTAL _____/75

Retrospective Miscue Analysis

Grading Rubric

Marked Typescript _____ **(5)**

Advanced Organizer _____ **(5)**

Summary _____ **(40)**

⇒ *Student's information* _____ **(5)**

⇒ *Edited/# errors* 0 - 2 **(10)** 3- 5 **(5)** 6 – 10 **(1)**
 numerous errors/correct and resubmit **(0)**

⇒ *Specific examples of student responses (at least 1) used to back up analysis* _____ **(5)**

⇒ *Clear analysis based on discussion & organizer* _____ **(20)**
 ○ *Answered the question, "What are the reader's strengths, weaknesses, and how will I provide remediation?"*

Assignment TOTAL _____/50

EDUC 340 Literacy Assessment and Instruction
RMA Instruction Plan and Summary

Student _____

Instructor: Cynthia Davey

Date:

Level of Performance:	1 Unacceptable	2 Developing	3 Proficient
<p>6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>6(j) The teacher understands the difference between formative and summative applications of assessment and knows how and when to use each.</p> <p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p>	<p>Instructional plan and summary show very little understanding of ways assessment is used to determine student needs. The assessment data obtained is not used adequately to identify student's learning needs. Instructional plan and summary may be inappropriate due to inadequate use of formative and summative assessment.</p>	<p>Instructional plan and summary are incomplete in regard to assessment determining student needs. Some understanding of the difference between formative and summative applications of assessment present, but this may require additional support.</p>	<p>Instructional plan and summary show solid understanding of how formative and summative assessment are used to determine student needs. Differentiated learning experiences are employed adequately based on assessment data.</p>

Score: _____

Comments:

This RMA Instructional Plan and Summary received a score of _____ out of a possible 75 points for EDUC 340. It was evaluated to be

Unacceptable

Developing

Proficient (113+)

according to the criteria detailed above.

[Student name]

EDUC 340

Individualized plan for _____
November 17, 2008**Title:** *Literacy Assessment & Instruction EDUC 340***Subject:** *This is the subject area that the lesson is primarily concerned with. Often there are multiple areas integrated; just list the primary one.* [example: reading]**Lesson Topic:** *Within the subject area above, what specific learning is the lesson addressing?* [example: The topic of this lesson will be sight word recognition, reading rate, etc.; primarily forming a hypothesis and then researching to find out if the hypothesis was accurate.]**Standards Addressed:**

MCCS.RI.4.3

Mt Common Core Standard Reading Informational Text Grade Level 4 Standard 3

CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
MCCS.RI.1.1	Ask and answer questions about key details in a text.
MCCS.RF.1.3b	Decode regularly spelled one-syllable words.
CCRA.RL.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
MCCS.RL.1.2a	Capitalize dates and names of people.

Grade & Learner Profile: *This is a short description of the make-up of the target student for the lesson. During student teaching and some field experiences, you may design a lesson for the actual students you are placed with... in other cases the lesson is not actually taught to children but may be written as a class assignment. For these circumstances, indicate a hypothetical classroom setting.* [example: 1 male, 2nd grade student]**Differentiation:** Because this lesson plan is individualized according to your diagnosis of the struggling reader you can simply write, *individualized reading plan*.**Objectives:** *In this section you need to list the learning objectives, or desired outcomes of the lesson. In other words, a list of things students will be able to know and/or do at the end of the lesson. This is certainly one of the most important parts of your lesson plan, because it clearly states the lesson's purpose. The language used in objectives should be clear, to the point, and measurable... that is, students should be able to prove that they have learned the objective in a tangible way. Avoid terms like "students will understand" or "students will appreciate", because those statements are often difficult to assess. It is important that your objectives be directly linked to your assessment. Keep the number of objectives reasonable; 3 or 4 is usually sufficient, but for more involved lessons more may be appropriate. [Example:*

- Student will create....
- Student will use...
- Students will demonstrate...
-

Materials Needed: Please list the page number from the textbook, Locating and Correcting Reading Difficulties from which you used as a reference for the lessons.

List any materials needed. [example: Paper, pencils, computer(s) with Internet access, marker board and markers for attention step, printout on how glass (or another example) is made from website “How Everyday Things Are Made” at <http://manufacturing.stanford.edu/>, computers with word processing available for final write-up.]

Instructional sequence: *A step-by-step description of how the teaching will take place.*

First Step – First the student will...

Step 2: Next,

Step 3:

Assessment: *Bulleted assessments that directly align with the objectives. Include an assessment sample for each lesson.*

Reflection: *You reflection will be included in your final RMA paper due at end of practicum*

	Needs Improvement (1)	Satisfactory (2)	Excellent (3)	
Title, Subject, Lesson Topic Materials Needed List	Two or more elements missing.	×	All required info. is present and accurate	
Standards	Student did not include standards or included only 1. Standards list is not accurate (missing benchmark description, incorrect listing). Standards may not be appropriate for lesson topic. Or standards do not reflect lesson activity.	Student has included 2-3 standards. Standards listed may reflect lesson activity in part but lack depth.	Student has included 3 or more standards. Standards span 2 or 3 content areas. Standards accurately reflect lesson activity.	
<i>1 pt.</i> Grade & Learner Profile	1 element missing. Elements present but inaccurate.	×	Grade level and class size present and accurate.	
Differentiation	Heading present but no information.	Brief description including <i>one</i> special learning need adaptation. Description includes example but example unclear or missing explanation.	Student includes the following: <ul style="list-style-type: none"> • Clear explanation of how lesson will be adapted for <i>various</i> special needs learners <i>AND</i> • Includes specific example <i>with</i> explanation 	
Objectives	Objectives list missing or only 1 objective present. Objective not <i>measurable</i> .	Three or less objectives present. At least two of the objectives use language that is clear and <i>measurable</i> .	Three or more objectives listed. Objectives use language that is clear and <i>measurable</i> .	
Instructional Sequence	Instructional sequence is not present <i>or</i> some instructional sequence is present but is missing attention step and/or wrap-up step.	Instructional sequence has at least 3 sequential steps present but lacks detailed steps. Attention & wrap-up step are present but brief.	Instructional sequence includes 3 or more detailed steps. Attention & wrap-up steps are detailed and include appropriate, well thought-out lesson activity.	
Assessment	No narrative present. May include 1 lesson assessment with no details present.	3-5 sentence narrative present. 2 <i>types</i> of assessments included. Most assessments meet lesson objective.	3-5 sentence narrative present. Narrative includes detailed description of assessment. 2 or more types of assessments used. All assessments meet lesson objectives. Lesson plan includes sample rubrics/tests/other form of assessment.	
Reflection	Heading present but no information.	3 sentence reflection stating how lesson went and why. Writing is well written and clear.	4 or more sentences included in reflection that detail your perceptions of how the lesson went, what parts of the lesson met your expectations and why. <i>OR lesson clearly states, "I have not yet taught this lesson".</i>	
Writing Conventions	Lesson plan contains multiple (5 or more) grammatical and/or spelling errors. Lesson not thoughtful or reflective.	Paper contains 1-4 grammatical and/or spelling errors. Lesson is inconsistent; some parts may not be thoughtful or reflective.	Paper contains no grammatical or spelling errors. Lesson is cohesive, thorough, and consistently thoughtful and reflective.	

The following format should be followed exactly when preparing your mini lesson to be presented to your peers and to be submitted for grading.

MINI LESSON

Name:
Grade Level:
FOUND ON PAGE # _____

Subject:
Date:

FOCUS:

Identify what you envision your students exploring or finding out. Be sure to place this mini lesson in context of its larger unit.

OBJECTIVES:

The student will be able to:

[Identify each objective (what you want your students to learn or accomplish) by number, using appropriate verbs that indicate measurable objectives.

MATERIALS:

In a bulleted list, identify all materials and resources you used in preparing and delivering the mini lesson.

ACTIVITIES AND PROCEDURES:

In either narrative form or steps, describe your lesson in detail.

EVALUATION AND ASSESSMENT:

List how the students will demonstrate their learning. That is, how will you know the mini lesson has been successful? Again, match this with your objectives.