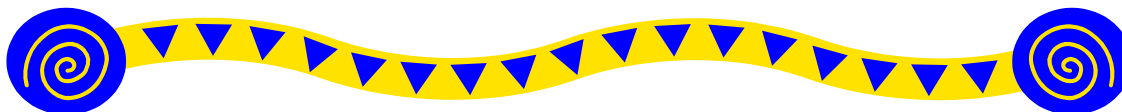


Syllabus for EDUC 340

Introduction to Literacy Assessment and Instruction (4)

SKC: Spring 2014



Instructor: **Cynthia Davey, M. Ed.**

EDUC 340

Credits: 4

Prerequisite: Admission to the TEP Program

Corequisite: N/A

Course Offered: Spring Quarter

Class days/times: Mon. Wed. 2:00 – 3:50 **Room:** EDUC 115

Telephone: Office 275-4772

E-mail: cynthia_davey@skc.edu

Office: EDUC Room # 105

Office Hours: Tuesdays – 10:00-12:00 Thursdays – 9:00 – 11:00 and by appointment

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

- ~The Candidate will identify specific reading difficulties prevalent in the elementary school classrooms.
- ~The Candidate will complete reading assessments and interpret the results.
- ~The Candidate will select reading strategies and create lesson plans designed to address

these strategies with struggling readers.

~The Candidate will review literature in the field of reading and reflect on its content.

~The Candidate will participate in group and individual observations of reading classrooms and record observations.

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 - Moodle Access (120).** Complete the weekly reading assignments and study guides homework.

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. **(20)**

And **c)** one page (minimum) double-spaced, typed paper, **summarize** your findings. **(30)**

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. Based on your Burke and Garfield assessments and miscue analysis, 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. Your lesson plans will include 2-3 objectives, at least 3 ELA Common Core standards, and a typed, double-spaced summary of evidence from the assessments that led you to develop these goals.. **Use the results from miscue analysis to help write the plan.** (75)

4. 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. (20)

5. 3 - Article Response Papers - Moodle Access (60)

6. 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. (30)

TOTAL POINTS W/OUT PARTICIPATION POINTS = 430

7. 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

Course Grading Scale: 430 points WITH ASSIGNMENTS ALONE (W/O PARTICIPATION POINTS)

90 pts (participation) will be factored in at end of quarter.

387-430 A
344-386 B
301-343 C
258-300 D
215 (50%) - 257 F

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 50% POINTS.

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
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. 6(j) The teacher understands the difference between formative and summative applications of assessment and knows how and when to use each. 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.	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.	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.	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.

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.

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

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)**

⇒ *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?"*

⇒ *At least one full page* _____ **(3)**

Assignment TOTAL _____/75

[Student name]
 EDUC 340
 Individualized plan for _____
 November 17, 2014

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.
CCS.RI.1.1	Ask and answer questions about key details in a text.
CCS.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.
CCS.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*

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.