NOTE: The face-face class meeting will be Wednesday September 6 and 13. We will have an online class on September 20 and then will follow the quarter schedule. There will be a break in November and return in December. All assignments are due at 4:30 pm on the date indicated. Candidates are expected to work with their students beginning no later than the first week in January.

CALIFORNIA STATE UNIVERSITY, EAST BAY
Department of Teacher Education
TED 6231
fall 2017, PLEASANTON
Reading and Language Arts I
Assessment

COURSE INFORMATION
Instructor: Dr. Linda Smetana
Class Schedule: Wednesdays 4:30 - 8:00
Location: Amador Valley High School
E-mail: linda.smetana@csueastbay.edu (best way to reach me)
Office Hours: Wednesdays 3 – 4 in Pleasanton and by appointment
Office Phone: (510) 885-4489

Course Description
This course focuses on the development and use of assessments to gather data on which to create a culture of literacy with an emphasis on oral language, reading comprehension, vocabulary development and motivation. Candidates examine theory and research related to these topics and implement research-based methods of assessment with pre k-12 students. An emphasis is placed on meeting the needs of English learners and struggling readers.

THEME OF THE SCHOOL OF EDUCATION AND ALLIED STUDIES
To prepare collaborative leaders, committed to professional excellence, social justice, and democracy who will influence a diverse and interconnected world

MISSION OF THE DEPARTMENT OF TEACHER EDUCATION
To prepare teachers who are dedicated to the academic achievement of all students, and who demonstrate a commitment to life-long professional growth and school leadership

How This Class Relates to the Theme and Mission Statement
Effective literacy instruction and intervention is pivotal to helping students achieve success in their academic and personal lives. This course provides the candidate with the theoretical and practical knowledge necessary to play a leadership role in delivering effective and bias free literacy assessment and relating instruction in the areas of fluency, comprehension, vocabulary, and written language. Candidates demonstrate effective strategies for working with students and colleagues in order to develop effective literacy practices.

COURSE OBJECTIVES
Candidates will
1. Demonstrate effective practices for literacy assessment and create instructional sequences to provide intervention for each component of research-based literacy instruction, including: oral language, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and to develop the skills needed to address the specific needs of diverse groups. (RLAA 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.2e 3.2f, 3.3, 5.2B)
2. Demonstrate the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs (RLAA 3.2g, 3.3, 5.2)

3. Candidates integrate research and apply appropriate assessment, instruction and differentiation in the field, planning literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated and based on formal and informal assessments of individual student’s progress that assures that the full range of learners develop proficiency as quickly and efficiently as possible ((RLAA 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.2e 3.2f, 3.3)

4. Demonstrate knowledge of the normal progression of complexity for each component of literacy as presented in the Foundations/Standards and their Frameworks, the expected stages and patterns in students’ development including early and adolescent literacy, the implications of delays or differences in students’ literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention. (RLAA 3.3, 5.2A2, 5.2A3, 5.2A4)

5. Demonstrate the selection and application of appropriate assessment instruments including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring. (RLLA 3.6)

6. Demonstrate knowledge of differences and relationships between the skills needed for assessing and supporting students’ literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem (RLAA 3.7)

7. Demonstrate the ability to work with colleagues in using grade level or school wide assessment data to implement/revise instructional programs to meet the needs of diverse learners. (RLAA 3.8)

8. In site based field experiences interpret results of classroom assessments, including formative, ongoing and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress. (RLAA 4.3)

9. Apply principles of equity as they work with colleagues to interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and/or school level discussion and/or professional development (RLAA 5.A2)

10. Select appropriate assessments, administer, analyze and summarize the results of the assessments, use assessment results to guide instruction report the results in ways that are meaningful to parents, classroom teachers and administrators. (RLAA 5.A3, 5.A4)

11. Use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs. (RLAA 5.A5)

UNIVERSITY INFORMATION
University Policies Regarding Cheating and Academic Dishonesty:
By enrolling in this class the student agrees to uphold the standards of academic integrity described in the catalog at: http://www20.csueastbay.edu/ecat/general-info/grading-and-academic-standards.html
Accommodations for Students with Disabilities:
If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should contact and then speak with a member of Accessibility Services. Accessibility Services may be found at http://www20.csueastbay.edu/af/departments/as/

Emergency Information:
Information of what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at: http://www.aba.csueastbay.edu/EHS/emergency_mgmt.htm.

TEXTS (Many of these texts were a part of the summer 6230 course.)


Interventions for Students with Interventions for Students with Reading Disabilities: Requirements at Reading Disabilities: Requirements at the School and Classroom Level http://www.fcerr.org/science/pdf/torgesen/NC_IDA_March.pdf


Give Struggling Readers the Specific Kinds of Support they Need http://www.adlit.org/adlit 101/improving_literacy_instruction_in_your_school/give_struggling_readers_specific_support/

Iowa Center for Reading Research http://www.iowareadingresearch.org/

Additional articles and readings will be posted on Blackboard and will serve as required reading


These texts will also serve as the texts for TED 6232 winter quarter.

**GRADES**

Grades are based on the evaluation of coursework submitted and class participation. Points are assigned as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Based Data Assignment</td>
<td>15 own classroom or grade level + 15 larger group</td>
</tr>
<tr>
<td>Assessment Reports</td>
<td>40 student 1 + 40 student 2</td>
</tr>
<tr>
<td>Standardized Assessment Evaluation</td>
<td>20 paper, 20 presentation + handout</td>
</tr>
<tr>
<td>Reader Response/Participation</td>
<td>2, 1, 0 per face-face class plus 5 for class 10/ and class 10/26 in addition to the 2, 1, 0</td>
</tr>
<tr>
<td>Intervention Plan</td>
<td>20 includes final plan for student who will be subject of winter invention process</td>
</tr>
</tbody>
</table>

Grades are based on the **percentage** of points earned:

- 94-100% A
- 87-89% B+
- 77-79% C+
- Below 70 D
- 90-93% A-
- 84-86% B
- 74-76% C
- Candidates may be required to retake the course if they earn a grade below a B-.
- 80-83% B-
- 70-73% C-

In class evaluation and participation activities will take place throughout the quarter. You are expected to participate in class and be respectful of your colleagues. Lack of, or limited participation may lower your earned grade by one-half grade. Thus an earned A would be a final grade of A-.

*All assignments must be completed using the Microsoft office suite of applications/tools. Google docs or other Google applications will not be accepted.* However, you may use a presentation software other than PowerPoint such as prezi, haiku deck, or e-maze for the presentation of assessments instrument and other presentations. All materials must be posted in word format. Artifacts including protocol sheets may be submitted as attachments in PDF format.

**Please check your horizon e-mail and the course Blackboard on a regular basis.** I will use only these two platforms to communicate with you regarding assignments, class changes and content.

**COMPLETION OF READINGS, ATTENDANCE, PUNCTUALITY AND PARTICIPATION IN DISCUSSION/ACTIVITIES ARE REQUIRED.** You are responsible for the acquisition of skills and performance curriculum to successfully complete each assignment. Late assignments, more than one absence or two tardies will lower your grade from the grade earned. If you must miss a class, it is your responsibility to obtain notes and handouts from a student who attended the ‘missed class’. Assignments must be completed and submitted prior to or on the due dates specified in this syllabus. Complete all assignments on due dates regardless of the status of your attendance; failure to do so will result in a “drop” of one letter grade from the grade earned.

Since candidates have already completed courses in vocabulary and comprehension as well as early literacy and fluency, this course will emphasize the diagnostic assessment of word recognition, decoding and encoding skills. However, candidates are expected to incorporate information from the previous courses into their assessment of student knowledge, skills and performance.

Candidates will be reminded to read the syllabus prior to asking questions regarding assignments. Since candidates will be working with k-12 students, the candidate **may need to add content to the assessment protocol** in order to get appropriate data. A rationale will be required for deviations from the approved protocol.

**PROFESSIONAL PRACTICES: Cell Phone, Tablet and Computer Policy**
Please turn off or put away your smart phones, MP3 players, iPads, iTouch, notebooks, tablets and other cellular/computer, technological devices during class. This is not the class to complete lesson plans or other coursework. If you are found to be using your computer or other device in an inappropriate manner for the class session including peer presentations, you will be asked to close the device. You will have time to connect with your friends during break. Powerpoint slides or other course materials will be posted 24 hours before class. You may print them in the morning and take notes on them in class.

ASSIGNMENTS

Standardized Reading Assessment Instrument Evaluation 40 points. Work for online class 9/20. Final report DUE 9/27 report and presentation posted on Blackboard. Bring a 1-2 page overview/handout to class that includes required information that is not incorporated into your group oral presentation.

The context for your presentation is a report to your colleagues. Your school district must purchase a set of standardized assessment instruments to be incorporated into each schools intervention plan. Is the instrument one that should be considered for adoption? BE prepared to DEBATE the merits and limitations of your assessment instrument. Plan to complete the assignment in lieu of the 9/20 class.

As you review the instrument, you should know it well and be able to answer questions about its structure and use. I suggest that you try administering sections of the test to your group’s members so that you are able to describe the process. Prepare an electronic presentation that would be presented to the Curriculum Committee of the local school board. The presentation should be comprehensive and highlight the content of your assessment instrument. The board may not read the report so the decision may be based on the presentation.

Additional information regarding Assessment Instrument Evaluation is posted on Blackboard. You should plan for a 15 minute media presentation to the class. Presentations will be scheduled throughout the quarter.

In assigned groups review and use a standardized test that is distributed in class. These assessments will be available to you during your enrollment in the RLAA program. The evaluation will take place on your own as an online class. This assignment should be comprehensive in content.

Prepare one presentation per group for presentation to the class.
   a) Describe each test and discuss its purpose
   b) Explain the theoretical view or conception of reading underlying the test or as a foundation for the assessment? You may need to infer this based on the construction of the assessment
   c) Summarize the reviews of the test as found in the Mental Measurement Yearbook, in professional journals, or available online
   d) Describe the test components
   e) Describe what the examiner does? Describe what the student does?
   f) Evaluate the directions for administration and scoring the test.
   g) Demonstrate how the assessment is carried out. Members of the team should take different parts to demonstrate the assessment process
   h) What additional information and data does the formal assessment present? Is the information and data useful to plan intervention or instruction? How does the information and data gained compare with the information gained from informal assessments, criterion referenced or classroom-based assessments? Provide a detailed response to these questions.
   i) At what point in the data and information gathering process would this assessment be most appropriate?
j) **Explain** whether you would or would not recommend the use of this assessment instrument and under which circumstances would the assessment be most effective. Be specific in your recommendations.

k) **State what additional assessments** and information would be needed in order to get more comprehensive picture of your student.

l) **Conclude your report** with a brief discussion regarding the value and limitation of this instrument in terms of assessing and gathering data regarding student literacy.

Incorporate the above information into the presentation.

What is the name/title of the test?
Who is/are the author(s) of the test?
Who is the test publisher?
What is the publication date?
For what ages or grades is the test intended?
How many test forms are there?
What descriptive materials and technical aids accompany the test?

2. **Data Analysis and Presentation 30 points (15+15)** Work for online classes 10/11 and 11/1.

This assignment provides candidates with the opportunity to analyze the data concerning literacy assessments for the students in their classroom, grade level, and across grade levels. This assignment has two parts.

**Background**
As a literacy leader one of your roles will be to assist teachers as they analyze data and create intervention sequences. One of the standards refers to working with colleagues in order to disaggregate data in order to improve site-based instruction. Some questions to be addressed in the assignment include:

- Which of the students will progress through the use of the stated instructional program?
- Do you need more authentic assessments to gather more relevant data?
- Which of the students will most likely need some intervention such as re-teaching, additional practice or mastery instruction?
- Which of the students might be candidates for tier 2 interventions? What will be the focus of the intervention?
- What is the role of student’s motivation in the assessment process? Can some of the scores be attributed to the level of motivation and student engagement?
- How can the resources at the school site be arranged/allocated to serve out students?
- Would student’s benefit from the development of or a change in the organization of the literacy instructional and intervention program?

The data collected will be used throughout the quarter as you create assessment protocols to better learn about the students in your classroom or grade level. Over the course of fall and winter quarters you will be collecting and analyzing data and then developing classroom and site based intervention sequences.

If you do not have access to school based data, a data set will be provided. Let the instructor know at the first class meeting.

**Part 1 15 points work for online class 10/11**

**Classroom Data Analysis**
The purpose of this online assignment is for you to analyze your classroom or grade level data. For your caseload, classroom or grade level, identify the students who are at basic level or below with respect to
ELA. Expand your data set – another classroom’s students- another subject area’s students so that you have a least 20 students in this data set.

Disaggregate the SBAC scores to determine the area(s) of need. If you do not have SBAC data use the classroom data you have collected
For each student list who is not at grade level identify the areas where you want to gather more data or information
Identify English Learners and students with IEP plans
Identify how the additional data could be collected
Create a chart that presents a visual representation of your sample population
Create a narrative summary that further explains your findings and your thoughts on next steps towards a plan for literacy instruction
Post your response by **October18**. Bring a copy to class and be prepared to discuss your findings with your colleagues.

**Part 2  15 points work for online class 11/1**

**School Wide Data Analysis**

As a Reading, Language and Literacy Specialist you may find that you are in the position of analyzing data to plan a school wide intervention program. Although some schools have intervention program in place, there is always room for improvement. Expand your data collection to include the students, who are struggling in classes or specific courses, yet have above basic scores on the SBAC or benchmark level. You may include students in several grades or content areas. This sample should be at least 40 students. Disaggregate the scores and the student’s work in class assignments.

Organize the students for intervention or instructional support. What is the best way to improve their progress? What are the areas for instructional need? What would be the focus of the intervention/instruction? What personnel are needed to carry out the intervention/instructional program? You have had courses in fluency, vocabulary, and comprehension development. What instructional strategies would anchor an intervention/instructional program?

Post your response by **November 8**. Bring a copy to class and be prepared to discuss your findings with your colleagues.

3. **Reader Response/Participation  20-30 points (based on number of face-face classes)**

You may be asked to lead a class discussion on one of the articles or chapters of the text. If asked you will present a 5-10-minute synopsis of key ideas presented. All participants are expected to be knowledgeable of the content of the material to be presented and to be active participants in all course activities.

4. **Two Assessment Reports  40 points each** (See content for class sessions 9/13, 9/27, 10/18, 10/25, 11/8, 11/25) Assessment posted on the course Blackboard 11/8, 11/15, 11/22, **DUE 11/29**

Over the course of the quarter you are expected to complete **two in depth analysis** of students literacy skills. Since the summer fluency course focused on early readers, the assessments for this course will focus on **reader in grades 2 and above**. However, the assessment of a younger student is acceptable. Administering assessment to non-or very limited readers does not allow you as a candidate to demonstrate your skills. You may need to find students outside of your grade level for this assignment. You must assess a total of two students at two different levels: 2-4, 4-6, 6-8, 9-12.

In order to conduct a more thorough analysis of student skills, **you may be asked to administer one** of the formal assessment instruments including but not limited to: Test of Auditory Perceptual Skills (TAPS), Test of Word Reading Efficiency (TOWRE), Gray Oral Reading Test (GORT), Comprehensive Test of Phonological Processing (CTOPP) or the Woodcock Reading Mastery Test to the student.
It is in your best interest to probe for additional information that is not outlined as a required element in the syllabus. Effective diagnostic work may require gathering additional information.

Choose one of the completed assessment reports to post on the course Blackboard under Signature Assignment. This assessment report will be included in the data gathering process for accreditation.

Additional information regarding the form and content of the assessment as well as sample assessment reports are posted on the course Blackboard.

**Formal (Norm Referenced) Assessment Option**

An option is available to candidates who wish to incorporate a formal assessment instrument into the assessment battery. Candidates, who wish to do so, may substitute a formal assessment battery for the informal battery presented above. However, the final assessment battery must cover the areas represented by the informal battery above. Therefore your battery for the student may include formal and informal assessments. For example, if a candidate chooses to incorporate selections of the WIAT (Weschler Individual Achievement Test), in the assessment battery or the WJIV (Woodcock Johnson IV), some of the components of the informal assessments can be deleted.

Regardless of the option chosen all candidates will be incorporating the following elements in each of the assessment reports:

**Writing Sample**

The writing sample can be one from the student’s class work since the sample will be more authentic than that of an on demand, writing sample. The sample should be a first draft or one with limited revisions. The purpose of the writing sample is to evaluate a student’s production of written language. The sample should be long enough to be able to evaluate. Note if the student is not able to generate a written language sample.

- Analysis of writing: mean length utterance, type to token ratio, Lucy Calkins or 6 Traits writing rubric (descriptions of these elements will be presented in class)
- Analysis of spelling in context

**Observation**

Note observations of the student’s behavior during the assessment process. For example: What did you observe regarding the student’s use of strategies during the assessment process? How did the student handle material that was too difficult? Additional observations regarding the student during the assessment process that will add to understanding or ways to work within the intervention process add to the completeness of the assessment report.

Include an observation of the student in class. Are the reading difficulties apparent? What behaviors do you see that may/may not indicate that the student has difficulty with reading and other related language arts or in content area subjects.

**Findings and Summary**

Analyze the data collected. Create a data chart that presented your findings. What are the levels of skills in each of the areas identified on the Student Profile Sheet? Provide a detailed analysis to the reader. Then discuss student's reading strengths and difficulties based on specific information derived from the assessment battery and provide recommendations for reading instruction designed to improve achievement.

**Report to Parent /Teacher/Specialist/Administrator (Principal)**

For all reports you will need to create three (3) letters that communicate the findings of the assessment to
various constituencies. The letter to the parents should be comprehensible and free from educational jargon. The letter to the teacher/specialist should be more detailed. The letter to the site administrator will speak about the student’s skills in terms of site based intervention and student progress.

Include the following information in the communications:
- Review reason for student’s participation
- Review of the purpose of the assessment process
- Description of the assessments completed
- Explanation of the of the assessment results, identify strengths and needs
  - For parents: Identify what the school will do to support the literacy development of the student. What programs and learning activities will be available to the student?
  - For teachers: Detailed set of recommendations based on data from assessments. What should the teacher/literacy/learning specialist be prepared to carry out to support the literacy development of the student?
  - For administrators: Detailed set of recommendations based on data from the assessments: How can the school support the student’s continued growth?

Prepare an assessment report including the following introductory components:
- Student Identifying Information
- Background/Home Information - include only if this information impacts the student’s performance and abilities. Is there something special that the reader should know about the student that may impact his/her literacy development?
- Results from district assessments such as but not limited to: DIBELS, Renaissance Learning, Aims-Web, DRA, Leveled Literacy (These findings may substitute for some of the assessments below.)

**Informal and Curriculum Based Assessment Battery:** Administer AT A MINIMUM the assessment battery listed below. List each test, student score and your interpretation of assessment results. Since you may not obtain useful data from the assessments identified below you may need to assess at a lower level or you may need to assess at a higher level. In such cases, consult with the course instructor as to additional assessments that would yield data. As you complete the assessments you will be conducting a miscue analysis where you will note the response that the student gave and the correct response. Based on the miscues, you will note trends and speculate on the processes and knowledge bases the student is accessing in order to read.

*Candidates are expected to include the miscue analysis sheet from all of the QRI assessments as well as other data sheets with their reports. The miscue analysis sheet will be used in the data analysis process in class.* You may also add to the set of instruments with assessments from the internet and other books

**Informal Assessment Instructions**
Choose students for the assessment assignment from two of the three levels (primary, intermediate, middle/high school) presented in the instructions.

**Primary Student**
Choose a beginning reader who is currently in second grade or above and has been identified by the classroom teacher as having significant difficulty in learning to read and write. The primary area of reading/writing difficulty should not be due to the student’s level of English Language development. However, if you must choose an English Learner, indicate the students CELDT level.
Yopp-Singer Test of Phonemic Segmentation
Early Names Test
Fry Sight Word Assessment
Beginning Phonics Skills Test
Elementary Reading Attitude Survey (Garfield)
Qualitative Spelling Checklist
Informal Phonics Survey
Interest Inventory

Words Their Way
Primary Spelling Inventory p. 315

Qualitative Reading Inventory (QRI)
Word Lists p. 100+ determine Word % Automatic, %
Determine **Independent, Instructional, and Frustration Levels**
Select Oral Reading Passages at the Instructional Level; one passage must be an expository selection
Level Scoring Form; include the following:
- Concepts % Familiar/Unfamiliar
- Accuracy: Complete the Miscue Analysis Scoring Form p. 67 for each selection.
- Comprehension Questions
Continue assessing until the student reaches frustration level text. If needed work backwards until the student has scores at the independent, instructional and frustration levels.
You must have an independent, an instructional and a frustration level for the student.

**Intermediate Grade Student**
Choose a struggling reader in 4th, 5th, or 6th grade who has been identified by the classroom teacher as reading at least 2 grade levels below grade level placement. The primary area of reading/writing difficulty should not be due to the student’s level of English Language development. However, should you choose an English Learner, indicate the students CELDT level.
Prepare an assessment report including the following introductory components:
- **Student Identifying Information**
- **Background/Home Information** - include only if this information impacts the student’s performance and abilities. Is there something special that the reader should know about the student that may impact his/her literacy development?
- **Results from district assessments** such as DIBELS, CST, Aims-Web

**Assessment Battery Components**
Administer the assessment battery listed below. Some of the assessments are posted on Blackboard or available in the *Assessments for Reading* text.

**Blackboard**
- Fry Sight Word Test
- Elementary Reading Attitude Survey (Garfield)
- Reader Self-Perception Scale
- Interest Inventory – choose one if appropriate
- Qualitative Spelling Checklist
- Informal Phonics Survey (if appropriate)
- The Names Test

**Words Their Way**
Qualitative Reading Inventory (QRI)

Student Profile Sheet p. 87
Miscue Analysis Sheet p. 67
Word Lists p. 100 + Indicate Words%, Automatic %

Determine Independent, Instructional, and Frustration Levels using the narrative text selections. Then...

Select Two Expository Reading Passages at the Instructional Level

Level Scoring Form Include the following:

Oral Reading
- Concepts Familiar/Unfamiliar
- Accuracy: Complete the Miscue Analysis Scoring Form p. 67 for each selection.
- Reading Comprehension: Questions w/without Look-Back
- CWPM (Correct Words per Minute) - Oral Reading
- Include Think-Aloud data when appropriate

Silent Reading
- Retelling
- Questions, if appropriate

Continue assessing until the student reaches frustration level text. If needed work backwards until the student has scores at the independent, instructional and frustration levels.

Middle/High School Student

Choose a struggling reader in 7th, 8th, 9th or 10th grade who has been identified by a teacher/counselor as reading at least 2 preferably 3 grade levels below grade level placement. A struggling student who is in grade 11 or 12 that are at least 3 years below grade level may be assessed. The primary area of reading/writing difficulty should not be due to the student’s level of English Language development. However, should you choose an English Learner, indicate the student’s CELDT level.

Prepare an assessment report including the following components:

- Student Identifying Information
- Background/Home Information - include only if this information impacts the student’s performance and abilities. Is there something special that the reader should know about the student that may impact his/her literacy development?
- Results from district assessments such as CST and CAHSEE

Blackboard

The Names Test (if appropriate)
The Reader Self-Perception Scale 2
Fry Sight Word Test
Z-Test
Morris McCall Spelling List (or Words Their Way Upper Level)
Adolescent Reading Attitudes Survey

Words Their Way
Upper Level Spelling Inventory

Qualitative Reading Inventory (QRI)

Student Profile Sheet p.87
Miscue Analysis Sheet p.67
Word Lists
Determine **Independent, Instructional, and Frustration Levels**
Select two Expository Reading Passages and one Narrative Reading Passage at the Instructional Level.

Fill Out a Level Scoring Form including the following:
- Oral Reading
  - Concept Questions/Background
  - Accuracy: Complete the Miscue Analysis Scoring Form p. 67 for each selection.
  - Comprehension Questions without and with look-back
  - CWPM (Correct Words per Minute) - Oral Reading (p. 82)
- Silent Reading
  - Concept Questions/Background
  - Comprehension Questions without and with look-back
  - Note taking ability (page 99)
  - WPM (Words per Minute)

Continue assessing until the student reaches frustration level text. If needed work backwards until the student has scores at the independent, instructional and frustration levels.

**Grades 6 and above Content reading assessment**
Select a sample of text from two content texts that the student is required to read as a part of the course of study. Have the student read the text to you, silently or orally and then complete a retell about the text. Your alternative is to create a CLOZE from a sample of the student’s text. Additional content area assessment strategies will be shared in class.

**Informal Interview**
Conduct an interview to learn about how your student perceives himself as a person and as a reader. What does the student like about school, dislike? What are the student’s interests and abilities? Where does the student see him/herself in 2-3 years?

**5. Intervention Plan  DUE 11/15 and 11/29  20 points**
Create the intervention plan for the student you will be working with during the winter quarter. This intervention plan is based on the data from the assessment and will take place in two parts: the overall plan (similar to a unit plan) and the instructional sequence plan (similar to a detailed lesson plan). Create an overall plan for the intervention sequence that targets the areas of need and supports progress of on level skills. After approval, create detailed lesson plans to begin the intervention sequence. The detailed plans include time increments, skills, materials, instruction, assessment processes, outcome and next steps.

**Assignments, Points and Dates Due**

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment Instrument Evaluation, report, handout and media presentation</td>
<td>Work for class 9/20, Posted by 9/27</td>
<td>20 points for report, 20 points for presentation and handout</td>
</tr>
<tr>
<td>2</td>
<td>Data Analysis and Presentation Part 1 Classroom Based Part 2 Site Based</td>
<td>Work for classes 10/11 &amp; 11/1, Posted by 10/18 &amp; 11/8</td>
<td>15 points for classroom, 15 points for site</td>
</tr>
<tr>
<td>3</td>
<td>Reader Response &amp; Participation</td>
<td>All weeks</td>
<td>20-30 Specific Readings to be</td>
</tr>
</tbody>
</table>
### Course Schedule

Note: Additional readings may be found on Blackboard. Readings and the reader response for each session are to be done in advance of the session. This schedule is subject to change by the instructor in order to meet the needs of the course participants. Candidates will receive at least one-week notice of any changes in the schedule. Participants should independently read the components of the QRI and other assessments as needed to complete the course requirements.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 9/6</td>
<td>Orientation, Introductions, Syllabus, Foundations of Assessment</td>
<td>Bring texts to class</td>
<td>Be prepared to complete a KWL of the QRI with a focus on the K and W sections</td>
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<td></td>
<td>Overview of Class, Purpose, Requirements</td>
<td>Review QRI 1, 2</td>
<td>Identify the student for first assessment report.</td>
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<td></td>
<td>Theoretical Models and Principles of Assessment</td>
<td></td>
<td>Bring questions to class.</td>
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<td></td>
<td>Models of Assessment: Deficit, Contextual, Stage</td>
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<td></td>
<td>Cognitive Factors of Reading &amp; Assessment</td>
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<td></td>
<td>Assessment instruments for review distributed</td>
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<tr>
<td>Two 9/13</td>
<td>Analyzing Patterns of Reading</td>
<td></td>
<td>Post initial data for first student on BB</td>
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<tr>
<td></td>
<td>Miscue Analysis</td>
<td></td>
<td>You should have some data from your beginning of the year assessments to share.</td>
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<td></td>
<td>Error Patterns</td>
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<td></td>
<td>Identifying Strengths and Needs</td>
<td></td>
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<tr>
<td></td>
<td>Hands on Data Analysis, Miscue Analysis</td>
<td></td>
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<tr>
<td>Three 9/20</td>
<td>Formal Standardized Assessments</td>
<td></td>
<td>Assessment Instrument Evaluation (Prezi, Glogster, e-maze, Haiku Deck or other non-ppt software) posted on the course Blackboard by 9/27</td>
</tr>
<tr>
<td>online class</td>
<td>PowerPoint Slides posted on Blackboard Assessment Types of Tests: Formal, Informal, Group, Individual, Norm-Referenced, Criterion-Referenced, Data Gathering Process, Language/Facets of Assessment</td>
<td></td>
<td>Required: One-two page detailed overview to structure presentation of instrument to class and subsequent discussion.</td>
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<td></td>
<td>Assessment: Statistical Terms and Measurements</td>
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<td></td>
<td>Complete your assessment instrument evaluation.</td>
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<tr>
<td>Four 9/27</td>
<td>Student Assessment - Preparing an Assessment Report</td>
<td></td>
<td>Bring data for first student to class. This data will be analyzed in the class session.</td>
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<tr>
<td></td>
<td>Organizing the Report</td>
<td></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Description</td>
<td></td>
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| 5/10 | Dyslexia and Phonological Skills | *Dyslexia articles posted on BB*  
Will complete in class activity from readings |
| 6/10 | Examining and Analyzing Site Data | *Post your response to Part 1 on the course Blackboard by 10/18* |
| 7/10 | From Assessment to Intervention | *Bring your data to class for intervention planning*  
**You must have substantive data** in order to identify needs and begin planning interventions. |
| 8/10 | Peer Review of Assessment Data and Report | *Draft of completed assessment report for peer review. Bring a copy of the assignment rubric to class.*  
Review chapters in texts and articles in order to determine activities for intervention. |
| 9/10 | Examining and Analyzing Site Data | *Post your response to Part 2 by 11/8* |
| 10/10 | Draft Intervention Plans | *Peer online Review of Assessment Reports*  
Bring texts to use for content intervention plans |
| 11/10 | Intervention Session Organizer | *Present plans at end of class online*  
Candidates may need to review chapters texts in order to determine instructional sessions 10 min each)  
Finalize the intervention plan and prepare the intervention session organizer for the first two sessions. |
<table>
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<tr>
<th><strong>Twelve</strong>&lt;br&gt;11/22 Thanksgiving Holiday</th>
<th>No class. No new assigned work. Continue to work on your Assessment Reports and Intervention Plans. Beginning the Intervention Process. Intervention may begin as soon as the data is collected and the intervention plan approved. These hours may be a part of the 10 hours required in TED 6232 intervention practicum. Candidates may need to review chapters in texts in order to determine activities for intervention.</th>
<th>Post Assessment Reports and Intervention Plans for feedback.</th>
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<tbody>
<tr>
<td><strong>Fourteen</strong>&lt;br&gt;11/29 online class</td>
<td><strong>Revised Assessment Reports and Intervention Plans due at 4:30 pm.</strong> Blackboard will be closed at 4:30 pm and reports will not be accepted after that time.</td>
<td>Post both Assessment Reports online. Post the report for the data set under Signature Assignment under course materials. Post the revised Intervention Plan on the course Blackboard.</td>
</tr>
<tr>
<td><strong>Fifteen</strong>&lt;br&gt;12/6 finals week</td>
<td><strong>Presentation of Students in Candidates Case Studies</strong></td>
<td>Reflection on the assessment process due on the course Blackboard by 4:30 pm 12/6.</td>
</tr>
</tbody>
</table>

**One of the assessment reports will be submitted as a part of the data set. The report will be reviewed by candidate’s peers with a cursory review by the course instructor. The assessment report for the data set will be submitted prior to a major review by the course instructor. This report will be posted on the data set thread. The course instructor will then review candidates’ reports and make suggestions. The final reports are to be posted on the course Blackboard by 11/29.**

**Assessment:** Statistical Terms and Measurements
If time we may be reviewing some of the assessments below during class

<table>
<thead>
<tr>
<th><strong>Overview of Word Recognition and Spelling</strong></th>
<th><strong>Fry Sight-Word Assessment</strong>&lt;br&gt;Fry Sight-Word Assessment&lt;br&gt;Informal Phonics Survey&lt;br&gt;Test of Knowledge of Onsets&lt;br&gt;Elementary Qualitative Spelling Inventory&lt;br&gt;Morris-McCall Spelling List*&lt;br&gt;CORE Reading Assessments</th>
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<tr>
<td>Psuedowords, Structural Analysis, Phonics, Spelling</td>
<td>Informal Phonics Survey&lt;br&gt;Test of Knowledge of Onsets&lt;br&gt;Elementary Qualitative Spelling Inventory&lt;br&gt;Morris-McCall Spelling List*&lt;br&gt;CORE Reading Assessments</td>
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<tr>
<td>Dolch Words by Level</td>
<td>Informal Phonics Survey&lt;br&gt;Test of Knowledge of Onsets&lt;br&gt;Elementary Qualitative Spelling Inventory&lt;br&gt;Morris-McCall Spelling List*&lt;br&gt;CORE Reading Assessments</td>
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<tr>
<td>Z Test</td>
<td>Informal Phonics Survey&lt;br&gt;Test of Knowledge of Onsets&lt;br&gt;Elementary Qualitative Spelling Inventory&lt;br&gt;Morris-McCall Spelling List*&lt;br&gt;CORE Reading Assessments</td>
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<tr>
<td>Developmental Test of Word Recognition</td>
<td>Informal Phonics Survey&lt;br&gt;Test of Knowledge of Onsets&lt;br&gt;Elementary Qualitative Spelling Inventory&lt;br&gt;Morris-McCall Spelling List*&lt;br&gt;CORE Reading Assessments</td>
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<tr>
<td>Qualitative Spelling Checklist</td>
<td>Informal Phonics Survey&lt;br&gt;Test of Knowledge of Onsets&lt;br&gt;Elementary Qualitative Spelling Inventory&lt;br&gt;Morris-McCall Spelling List*&lt;br&gt;CORE Reading Assessments</td>
</tr>
<tr>
<td>San Diego Quick Assessment</td>
<td>Informal Phonics Survey&lt;br&gt;Test of Knowledge of Onsets&lt;br&gt;Elementary Qualitative Spelling Inventory&lt;br&gt;Morris-McCall Spelling List*&lt;br&gt;CORE Reading Assessments</td>
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<tr>
<td><strong>Obtaining Information about the Individual</strong></td>
<td><strong>Informal Reading Inventory Overview</strong>&lt;br&gt;Informal Reading Inventory Overview&lt;br&gt;Awareness of Purposes of Reading Interview&lt;br&gt;Textbook Interview&lt;br&gt;Strategic Knowledge&lt;br&gt;Purpose &amp; Knowledge</td>
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<tr>
<td>Environment, Affective Factors, Attitude and Interest Surveys: ERAS, MRQ</td>
<td><strong>Informal Reading Inventory Overview</strong>&lt;br&gt;Informal Reading Inventory Overview&lt;br&gt;Awareness of Purposes of Reading Interview&lt;br&gt;Textbook Interview&lt;br&gt;Strategic Knowledge&lt;br&gt;Purpose &amp; Knowledge</td>
</tr>
<tr>
<td>Reader Self-Perception Scale (Reading Activity Inventory &amp; Title Recognition Test)</td>
<td><strong>Informal Reading Inventory Overview</strong>&lt;br&gt;Informal Reading Inventory Overview&lt;br&gt;Awareness of Purposes of Reading Interview&lt;br&gt;Textbook Interview&lt;br&gt;Strategic Knowledge&lt;br&gt;Purpose &amp; Knowledge</td>
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<tr>
<td>Burke Reading Interview</td>
<td><strong>Informal Reading Inventory Overview</strong>&lt;br&gt;Informal Reading Inventory Overview&lt;br&gt;Awareness of Purposes of Reading Interview&lt;br&gt;Textbook Interview&lt;br&gt;Strategic Knowledge&lt;br&gt;Purpose &amp; Knowledge</td>
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<tr>
<td>Index of Reading Awareness</td>
<td><strong>Informal Reading Inventory Overview</strong>&lt;br&gt;Informal Reading Inventory Overview&lt;br&gt;Awareness of Purposes of Reading Interview&lt;br&gt;Textbook Interview&lt;br&gt;Strategic Knowledge&lt;br&gt;Purpose &amp; Knowledge</td>
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