EDUC 614 A – Reading and Writing Assessment
Fall 2007

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Class Hours: 5:30 – 8:15 P.M.
Office Hours: Arranged – before and after class
Class Location: ACD 404

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, lifelong 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)

GENERAL CONSIDERATIONS

Outcomes and Standards
The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, 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. (Note: As of 2002, the CLAD competencies are collectively referred to as an Authorization to Teach English Learners.) 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.
Ability
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.

CSUSM Academic Honesty Policy
“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:
As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Writing
Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

Students with Disabilities Requiring Reasonable Accommodations
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.
**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*
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.

Required Textbooks

Johns, J.  Basic Reading Inventory.  Kendall Hunt.  (Latest version)
Atwell, N.  Working with struggling readers.

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.

• Attendance and participation  20 points
• Assessment Project   75 points
• Modifications of interventions  50 points
• Researching Testing  30 points

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%

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. Kelly, Associate Dean.
Assignments

#1. Assessment Project – In Depth Case Study. (75 Points) This project involves the assessment of **two students at two different grade levels.** One student MUST be an English Learner. You should 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.
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 area 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

<table>
<thead>
<tr>
<th>Assessment Date Administered</th>
<th>What I Learned and Where</th>
<th>Patterns across assessments</th>
<th>Areas of Strength</th>
<th>Areas of Need</th>
</tr>
</thead>
</table>

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. 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 Testing.** (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. Share the summaries in class with peers. 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. At the end of the class, you will be asked to submit a perspective paper on the issue of testing. Refer to the research and tell stories from your own experiences (either personal or that of a classroom teacher).
## Course Calendar: May be adjusted to accommodate student needs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Project Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 28</td>
<td>No Child Left Behind</td>
<td>Quiocho and Moineau</td>
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<tr>
<td></td>
<td>What is purposeful assessment?</td>
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<td></td>
<td>Syllabus overview</td>
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<td></td>
<td>Beginning oral language development – typical and atypical</td>
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<td>development of English Only and English Learners</td>
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<td></td>
<td>Observing students</td>
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<tr>
<td>Session 2</td>
<td>No class meeting</td>
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<tr>
<td>Session 3</td>
<td>Reviewing testing instruments</td>
<td>Moineau</td>
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<tr>
<td>September 11</td>
<td>Research the tests used in your district and bring a list of</td>
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<td></td>
<td>those to the 4th session of class.</td>
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<td></td>
<td>The lexicon of the English Language, vocabulary</td>
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<tr>
<td>Session 4</td>
<td>Organizing for effective reading instruction</td>
<td>Moineau</td>
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<td>September 18</td>
<td>Gramnar and other components of the structure of the</td>
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<td>English language</td>
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<td></td>
<td>Brain research and its relationship to visual, auditory,</td>
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<td></td>
<td>kinesthetic learning</td>
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<tr>
<td>Session 5</td>
<td>Administering an IRI</td>
<td>Quiocho</td>
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<tr>
<td>September 25</td>
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<tr>
<td>Session 6</td>
<td>Standardized tests</td>
<td>Quiocho</td>
</tr>
<tr>
<td>October 2</td>
<td>Searching the web to locate school and district test results</td>
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<tr>
<td>Session 7</td>
<td>CELDT</td>
<td>Quiocho</td>
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<tr>
<td>October 9</td>
<td>What the scores mean</td>
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<td></td>
<td>Searching the web to locate CELDT information:</td>
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<tr>
<td></td>
<td><a href="http://www.cde.ca.us">http://www.cde.ca.us</a></td>
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<tr>
<td>Session 8</td>
<td>Reviewing what we know about beginning reading</td>
<td>Quiocho</td>
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<tr>
<td>October 16</td>
<td>Reading fluency and response to literature</td>
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<td></td>
<td>Modifying and differentiating instruction</td>
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<tr>
<td>Session 9</td>
<td>Vocabulary and comprehension development</td>
<td>Quiocho</td>
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<tr>
<td>October 23</td>
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<tr>
<td>Session 10</td>
<td>No class</td>
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<tr>
<td>October 30</td>
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<tr>
<td>Session 11</td>
<td>Analyzing data</td>
<td>Quiocho</td>
</tr>
<tr>
<td>November 6</td>
<td>Bring in any data you have collected on your case study</td>
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<td></td>
<td>students to analyze in class</td>
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<tr>
<td>Session 12</td>
<td>Content area reading and research</td>
<td>Quiocho</td>
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<tr>
<td>November 13</td>
<td>Connecting reading and writing</td>
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<table>
<thead>
<tr>
<th>Session 13</th>
<th>No class</th>
<th>Quiocho</th>
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<tbody>
<tr>
<td>November 20</td>
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<table>
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<tr>
<th>Session 14</th>
<th>Conferences on case study progress if needed</th>
<th>Quiocho</th>
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<tbody>
<tr>
<td></td>
<td>Project #3 due</td>
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</table>

<table>
<thead>
<tr>
<th>Session 15</th>
<th>Going beyond classroom walls</th>
<th>Quiocho</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Instructor evaluations</td>
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</table>

|             | Projects #1 and #2 Due        |         |
Scoring Rubrics

Project #1.

1. The students have been identified as to their “special needs” and/or individual needs status such as language, culture.
2. Information on the backgrounds of each of the students is complete.
3. Position in the family is clearly described.
4. Health issues have been described completely.
5. Referral information is included with descriptions of incidents (e.g., office discipline), actions taken, etc.
6. Social services or psychological referral information is included.
7. All test scores have been included for both students.
8. Descriptions of the tests have been included.
9. Authentic assessment tools and scoring methods have been described.
10. Administrative dates (times) for all assessments are included.
11. Support services for both students are clearly described to include frequency of support.
12. Assessment results are where the results occurred are clear.
13. Analysis grid is clear and comprehensive.
14. Interventions are specific and targeted to students’ strengths and needs.
15. Description of interventions are clear
16. Step by step implementation can be replicated.
17. Statements of how the interventions will help students be more successful readers.
18. Student work samples are included
19. Paper examples of assessment are included in the Appendix

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

Project #2.

1. A specific intervention plan for one of the students is clear, comprehensive, with documentation (assessment/analysis data, descriptions of scaffolds)
2. Each intervention has been modified in the following ways:
   - Tactile/kinesthetic
   - Visual/pictorial/graphic organizer
   - Auditory/metacognitive

Project #3.

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

**EDUC 614 B**

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

1. Use your case studies from this course as the basis for your work.
2. Include the lesson plans and work (scaffolds and modifications) with two students at two different grade levels.
3. Tutor the students on an individual basis, using the intervention plans developed.
4. Keep anecdotal notes (at least 12 total) on each student in a small group setting and in a class setting.
5. Keep a journal of your personal reflections on how the interventions are going.
6. Submit the case studies, lesson plans of modifications, journal and student work to your University Supervisor.

You may receive credit for this part of the class in three ways.
1. Submitting videotapes of your instruction with these students to your university supervisor.
2. Submitting videotapes combined in class supervision by your university supervisor.
3. In class supervision by your university supervisor.

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

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

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