

EDU 6323: Literacy Assessment Fall 2013

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based Education
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Office Hours: by appointment
Class Time: Thursday, 5:00-7:50 PM
Location: Simmons 218 and www.hooteducation.com
Credit: 3 hours

Course Description:

Participants will learn to use formal and informal reading assessment procedures at the elementary, middle, and high school levels, including students who are designated as having mild disabilities, dyslexia, second language learners, and advanced learners. Emphasis will be on gathering and interpreting assessment information for the purpose of making instructional decisions.

Technology Requirements (laptop or desktop computer, internet connection, and webcam, microphone headset)

We will be piloting delivering this course using Hoot Education desktop classroom capabilities. For class you will need an internet connected computer, a webcam and a headset with microphone. If you do not currently own a webcam, you may borrow one from the Institute for Evidence Based Education for the semester.

You will be required to check e-mail regularly and Blackboard (<http://courses.smu.edu/>). Until you change it, your login name and password is your SMU ID. If you have problems logging in, click on “How to Log On.” Course readings and lecture notes, as well as other information, will be posted on Blackboard.

You will also need to download Istation’s Indicators of Progress for your case study project. Your case study child will need to take this assessment each month, for 4 months.

Required Text:

McKenna, M.C. & Stahl, S.A. (2009) (2nd Ed.). *Assessment for Reading Instruction*. Guilford Press: New York.

Select Chapters from: Sylvia, J., Yesseldyke, J, & Bolt, S (2012).
Assessment: In Special and Inclusive Education. Belmont, CA: Wadsworth/Cengage Learning. (To be posted)

Required Readings:

Articles will be posted on Blackboard under “Documents” and are also available through the SMU Library.

Articles:

1. Al Otaiba, S., Kosanovich, M., & Torgesen, J. (2012). Assessment and instruction in phonemic awareness and word recognition skills. In Alan G. Kamhi & Hugh W. Catts & (Eds.) *Language Basis of Reading Disabilities* 3rd Edition (pp. 113-145) Upper Saddle River: NJ: Pearson.
2. Apel, K., Masterson, J.J., & Brimo, D. (2011). Spelling assessment and intervention: A multiple linguistic approach to improving literacy outcomes. In A.G. Kamhi & H.W. Catts (Eds). *Language and reading disabilities (3rd ed.)*. (pp. 226 - 243). Boston, MA: Pearson.
3. Fuchs, D. & Fuchs, L.S. (2012). Smart RTI: A next-generation approach to multilevel prevention. *Exceptional Children*, 78(3), 263-279.
4. Hasbrouk, J. & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59, 636–644
5. Hessler, T., & Konrad, M. 2008. Using curriculum-based measurement to drive IEPs and instruction in written expression. *Teaching Exceptional Children*. Vol. 41, no. 2: 28-37.
6. Hosp, M.K., & Fuchs, L.S. (2005). Using CBM as an Indicator of Decoding, Word Reading, and Comprehension: Do the Relations Change With Grade? *School Psychology Review*, 34, 9-26
7. Kuhn, M., Meisinger, E.B., & Schwanenflugel, P.J. (2010). Aligning theory and assessment of reading fluency: automaticity, prosody, and definitions of fluency. *Reading research Quarterly*, 45, 230-
8. Nilsson, N.L. (2008). A critical analysis of eight informal reading inventories. *The Reading Teacher*, 61(7), 526–536.
9. Pearson, P. D., Hiebert, E. H., & Kamil, M. L. (2007). Vocabulary assessment: What we know and what we need to know. *Reading Research Quarterly*, 42(2), 282-296.

10. Proctor, P.C., August, D., Carlo, M.S., & Snow, C. (2006). The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology, 98*(1), 159-169.
11. Pullen, P. C., Tuckwiller, E. D., Ashworth, K., Lovelace, S. P., & Cash, D. (2011). Implementing intensive vocabulary instruction for students at risk for reading disability. *Learning Disabilities Research & Practice, 26*(3), 145-157.
12. Stecker, P. M., Lembke, E. S., & Foegen, A. (2008). Using progress-monitoring data to improve instructional decision making. *Preventing School Failure, 52*(2), 48-58.
13. Torgesen, J. K. (2006) A comprehensive K-3 reading assessment plan: Guidance for school leaders. Portsmouth, NH. RMC Research Corporation, Center on Instruction
14. Westby, C. E. (2012). Assessing and remediating text comprehension problems. In Alan G. Kamhi & Hugh W. Catts & (Eds.) - *Language Basis of Reading Disabilities* 3rd Edition (pp. 163-225) Upper Saddle River: NJ: Pearson.
15. Wixson, K. K., & Valencia, S. W. (2011). Assessment in RTI: what teachers and specialists need to know” *The Reading Teacher, 64*(6), pp. 466-469.
16. Wren, S. (2002). Methods of Assessing Cognitive Aspects of Early Reading Development. The Southwest Educational Development Laboratory

Course Objectives:

The specific objectives of the Master Reading Teacher (MRT) Certification that will be covered in this course are listed below. Although the content of this class has been organized to conform to the requirements of the Master Reading Teacher Certification, the content of this class is relevant to any teacher who is interested in becoming a better teacher of reading through the use of effective assessment techniques that will guide instruction.

Standards and Objectives

STANDARD I: applies knowledge of interrelated *components of reading* across all developmental stages including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print

- a) know when student delays or differences in each of the components of reading warrant additional assessment, evaluation, and intervention
- b) plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' development in each of the components of reading

STANDARD II: selects and administers appropriate *reading assessments* on an ongoing basis and uses the results to design, inform, and adjust instruction to promote literacy

- a) know the recursive nature of assessment, planning, and instruction
- b) know characteristics and uses of types of reading assessment, including screening, in-depth assessment, continuous progress monitoring, and summative evaluation for each of the components of reading
- c) know assessment-related issues, such as those related to bias, reliability, and validity
- d) know about state and federal laws related to reading assessment and diagnosis
- e) select and use multiple and varied assessments before, during , and after instruction to guide instruction and monitor progress
- f) interpret the results of formal and informal reading assessments, and use results to know when in-depth evaluation and additional intervention are warranted
- g) use assessment results to help design instruction that promotes reading skills by building on strengths and addressing needs for students who are English Language Learners
- h) use assessment results to help design instruction that promotes reading skills by building on strengths and addressing needs for students with reading difficulties, dyslexia, and reading disabilities

STANDARD III: designs and implements *reading instruction* that reflects state content and performance standards and addresses the *varied learning needs* of all students

- a) know the recursive relationship among reading instruction, assessment, and instructional planning

- b) develop systematic sequential reading instruction for groups and individuals that reflects state content and performance standards, includes the components of a balanced reading program, is **RESPONSIVE** to students' strengths and needs, and is based on a convergence of scientific evidence
- c) use student grouping strategies that address the reading needs of groups and individual and are based on a convergence of research evidence
- d) implement strategies to increase individual students' reading fluency and comprehension of narrative and expository text (e.g., peer-assisted reading, choral reading, paired readings, repeated reading)

STANDARD IV: applies knowledge of *primary and second language acquisition*, including the relationship between the development of these languages, to facilitate and promote literacy

- a) know issues and procedures in assessing English Language Learners' reading strengths and needs, and when to seek the expertise of specialists to aid in assessment
- b) know how to distinguish between language differences and disabilities and when additional assessment or intervention is needed
- c) plan, implement, and monitor instruction that builds on students' cultural, linguistic, and home backgrounds to enhance their oral language skills in English, and promote the transfer of skills from oral language to written language while maintaining literacy in the primary language

STANDARD V: applies knowledge of *reading difficulties*, dyslexia, and reading disabilities to facilitate and promote literacy

- a) know characteristics and implications of reading difficulties, dyslexia, and reading disabilities in relation to the development of reading competence
- b) know how to distinguish between typical patterns of reading development and reading difficulties, dyslexia, and reading disabilities
- c) know common patterns of reading development in students with reading difficulties, dyslexia, and reading disabilities
- d) know convergent research about best practices for providing instruction to students experiencing reading difficulties, dyslexia, and reading disabilities and its significance for prevention and intervention strategies for students
- e) know about state and federal laws regarding assessment and provision of services for students with reading difficulties, dyslexia, and reading disabilities

- f) know procedures for gathering and analyzing assessment data for students with reading difficulties, dyslexia, and reading disabilities, and when to seek assistance from a specialist
- g) know procedures for monitoring and evaluating the effectiveness of an intervention, planning additional interventions, and determining when/if placement in a reading program is appropriate
- h) select and use appropriate informal and formal assessments of students with reading difficulties, dyslexia, and reading disabilities to plan instruction that is responsive to individual students' strengths, needs, and interests
- i) interpret and use results of screening devices and formal and informal reading assessments to know when in-depth evaluation and additional intervention are warranted
- j) determine appropriate student placements using reading assessment data and working in collaboration with the classroom teacher and other staff

STANDARD VI: facilitates appropriate, research-based reading instruction by *communicating and collaborating* with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research

- a) know sources for locating information about convergent research
- b) know methods and criteria for critically reviewing research on reading and selecting research for educational applications
- c) critically examine convergent research on reading and analyze the usefulness of research results for addressing instructional needs
- d) apply appropriate procedures for translating convergent research on reading into practice

CONCEPTUAL FRAMEWORK

The Department of Teaching and Learning includes educators dedicated to ongoing, rigorous scholarship across a variety of disciplines. Our faculty is committed to educating undergraduates and graduate students to become scholars and leaders. Our teaching and research are grounded in multiple perspectives that encompass behaviorist, cognitivist, social-constructivist, and sociocultural theories of scholarship. We prepare educators who are:

- a. **Scholars and Leaders in Professionalism.** Our students display intellectual curiosity, engage in critical thinking, and model collaboration in their professional interactions. Through classroom-

based and field-based learning experiences, undergraduate students develop and refine the positive attitudes and dispositions which characterize teacher leaders. Graduate students continue the journey of lifelong learning through reflective and evidence-based practice and informed implementation of innovation.

- b. **Educators Committed to High-Quality Teaching.** Our students stay well versed in the most current and available research from quantitative, qualitative, mixed methods, and multidisciplinary studies. They use the latest scholarship to guide their classroom practices and instructional design. Our courses in all the degree programs include clearly laid out competency-based requirements that emphasize high-quality teaching.
- c. **Leaders in Translating Evidence-Based Research into the Classroom.** Undergraduate students implement teaching strategies that have been proven to be effective, becoming leaders in the schools where they teach. Master's students become critical consumers of research and will lead their colleagues in efforts to translate research to practice. Doctoral students become active researchers as they work beside faculty in grant-funded research to expand scientific knowledge and disseminate research findings.
- d. **Experts in Differentiated Instruction.** Our students are sensitive and responsive to diverse learners. Graduates adapt their educational methods to meet the needs of all students across linguistic, developmental, cognitive, ethnic, gender, and sociocultural variations. They are committed to creating learning environments that address the full range of human potential and human development.

Assignments and Evaluation Activities

Test Review and Administration (100 Points)

Each student will review one formal reading or reading-related norm-referenced test. Detailed directions will be provided. Each student will present the information to the class using PowerPoint.

Exam 1, Exam 2 and Final Exam (100 each)

Three exams will be administered in this course. They will include multiple-choice, short answer and application questions to assess your knowledge of the readings, lectures, videos, and class discussion.

Detailed information about the will be provided in class. Some questions will require application, analysis and synthesis. The Final exam will be cumulative.

Case Study (100 Points)

Each student will be assigned a case study and will be expected to analyze and synthesize the data provided. Based on this data, each student will make recommendations for administration of an IRI to gather more in-depth information on the case. A rationale for that decision must be included.

Grading:

Due Date	Measure	Point Value
10-3	Exam 1	100
10-24	Test Review	100
11-7	Exam 2	100
12-5	Case Study	100
12-12	Final Exam	100
	TOTAL POSSIBLE POINTS	500

Grading Scale: 93-100 % A (superior)
 90-92 A-
 83-89 B (above average)
 80-82 B-
 73-79 C (average)
 70-72 C-
 63-69 D (below average)
 60-62 D-
 Below 60 F (failing)

Important Notices

Disability Accommodations

Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557) to verify the disability and establish

eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4)

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Late Assignments

All assignments must be turned in on the day they are due. Late assignments will not be accepted. Extensions will be granted only for extreme medical reasons that are verified by a physician. If a medical emergency does occur, please have someone contact the professor before class. If you are too ill to attend class the day an assignment is due, you should submit your work electronically prior to the start of class and inform the professor of your medical situation.

Honor Code

The honor code of Southern Methodist University governs all work in this course. Students should review the code in their student handbook. Cheating will result in automatic failure of the class.

Professional Courtesy

Following are some guidelines that will help us work more effectively together. The most important “rule” in this class is courtesy between and among all of us. I commit to courtesy, availability, and openness to ideas and suggestions.

1. Attendance is extremely important. I will understand if you are ill or have an emergency. Please let me know if you must be absent and please review the recording of class that you missed. You are responsible for any all material presented the day you are absent. Missing more than 20% of class sessions (i.e., more than 3 absences) will result in automatic failure of the class, unless there are serious medical reason why you are not able to attend. In such cases, you may be asked to withdrawal and retake the course when you are healthy.
2. Tardiness disturbs the class. Please avoid this.

3. Please do not make or receive calls or text messages during class. If you have a cell phone, put it on silent mode. If because of an emergency, you feel you must take a call, please let me know ahead of time. If you forget to turn your phone off and it rings, please stop the ringing as quickly as possible. Under no circumstances should you begin a conversation in the classroom.
4. We are going to experiment with desktop teleconferencing for delivering instruction this semester using Hooteducation.com. If you do not have a webcam on your computer, please let me know and I will lend you one for the semester. For these sessions, you will be able to attend class from your home or school computer. However, the rules for attendance and class behavior remain the same.

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Fall 2013
Tentative Schedule

Date	Topic	Assignment Due
8-29	Introduction to Assessment	<ul style="list-style-type: none"> - Fuchs & Fuchs, 2012 - Torgesen, 2006 - Wixson & Valencia, 2011
9-5	Purposes and Properties of Assessments	<ul style="list-style-type: none"> - Chapter 1 & 2 - Wren, 2002
9-12	Psychometrics Properties of Assessments	-Syliva, &Yessledyke – Chapter 3 & 4.
9-19	Psychometric Properties Continued	Syliva, &Yessledyke – Chapter 3 & 4
9-26	Reviewing a test	Sylvia & Yessledyke, Chapter 9 * Identify student for Case Study project **Take home Exam 1 posted
10-3	Reviewing a Test Continued	*Read the technical manual associated with your assessment. **Complete Review Checklist in class. *Exam 1 due
10-10	Using Continuous Progress Monitoring assessment data to inform instruction: ü TPRI ü DIBELS ü Other Curriculum Based Measures (CBM)	<ul style="list-style-type: none"> - Stecker, Lembke, Foegan, 2008 - Hosp & Fuchs, 2005 - Hessler & Conrad, 2008
10-17	Computer Adaptive CPM: ü ISIP-ER ü ISIP-AR ü Children’s Progress ü STAR	**Begin Case study

	ü MAP	
10-24	Measuring Beginning Reading	Chapter 3 & 4 Al Otaiba, Kosonovich, & Torgesen, 2012 *Test Review Due ** Case Study Week 2
*10-31 Halloween	Measuring Word Analysis (Decoding & Encoding)	Chapter 5 Apel, Masterson, Brimo, 2011 ** Case Study Week 2 **Take home Exam 2 posted
11-7	Measuring Fluency	Chapter 6 - Kuhn, Mesinger, & Schwanenflugel, 2010 - Nilsson, 2008 - Hasbrouck & Tindal, 2006 ** Case Study Week 2 <i>Exam #2</i>
11-14	Measuring Vocabulary	- Pearson, Heibert, & Kamil, 2007 - Proctor, August, Carlo, & Snow, 2006)
11-21	Measuring Comprehension & Writing	Chapter 7 & 8 - Westby. 2012 - Ramero, 2008

11-28	<i>Thanksgiving Holiday</i>	
12-5	Test Review Presentations	*Case Study Project due
12-12	Final Exam	