

CIEP 422: Assessing Literacy  
Loyola University Chicago  
School of Education  
Fall 2011 Syllabus

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*Class Meets: Thursdays 4:15-6:45pm @ Maguire Hall Room 303, 1 E. Pearson St.*  
*Office Hours: before or after class or by appointment*

**Required Texts**

- Afflerbach, P. (2007). *Understanding and using reading assessment*. Newark, DE: International Reading Association.
- Leslie, L., & Caldwell, J. *Qualitative reading inventory-5*. Boston: Pearson.
- McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction* (2<sup>nd</sup> ed). New York: Guilford Press.

OTHER ARTICLES AND READINGS WILL ALSO BE REQUIRED. Please see the "Tentative Class Schedule" for the titles of these articles and readings. They can be downloaded from Blackboard.

**Course Description and Conceptual Framework**

This course introduces the reading specialist candidates to assessment of literacy. The focus of this course is to prepare teachers for assessing, diagnosing, and literacy coaching. Candidates will learn what assessments to use at what time, what the results of the assessments mean, and how to use the results to help struggling readers improve.

**The conceptual framework (CF) of Loyola University's School of Education is "professionalism in service of social justice."**

This course is aimed specifically at developing professional teachers in the service of social justice. Teaching is an inherently moral act affecting the lives of children and their families and communities. Your professional attitudes, knowledge, and pedagogy will contribute positively to the literacy, skills, and success of your students. As a result of this course, candidates will be able to demonstrate the following:

CF1: an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF3: an understanding of issues of social justice and inequity.

Objectives for this course are derived from the National Council of Teachers of English (NCTE) standards and from the National Council for Accreditation of Teacher Education (NCATE). You should be familiar with these standards, as well as with the Common Core State Standards ([www.corestandards.org/](http://www.corestandards.org/)).

**As a result of this course, candidates will be able to do the following:**

Standards for the Reading Professional

**Standard 2 – Instructional Strategies and Curriculum Materials**

\*Candidates use a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction.

-2.2 – Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

**Standard 3 – Assessment, Diagnosis, and Evaluation**

\*Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

-3.1 – Use a wide range of assessment tools and practices that range from individual and group informal classroom strategies, including technology-based assessment tools.

Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.

#### **Standard 4: Creating a Literate Environment**

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches, and methods, curriculum material and the appropriate use of assessments.

-4.1 – Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.

-4.4-Motivate learners to be lifelong readers.

Retrieved on August 31, 2011 from [www.reading.org](http://www.reading.org).

#### **The Loyola School of Education Conceptual Framework**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engage with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professional to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community services agencies to enhance lifelong learning in the Chicago area. By using this conceptual framework as a guide to teaching, candidates will be able to broaden their commitment to quality literacy practices:

**Knowledge:** Develop knowledge of research-based literacy practices to enhance teaching and communication.

**Skills:** Model effective reading, writing, listening, speaking, thinking, and viewing practices to refine literacy instruction. Use these effective communication systems to build capacity for success in teaching a diverse population of learners.

**Ethics:** Use knowledge and skills to make reasoned decisions about what is just while simultaneously developing a professional and ethical understanding of what students need.

**Service:** Consider how your action honor and serve others.

#### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

#### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

#### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

## **Technology**

Students will access course information using BlackBoard. Students will use technology resources to conduct research and present findings. Students will also evaluate intervention programs, assessments, and other tests through web searches. Teachers will also use web resources for reading surveys/intentories, word assessments, etc.

## **Diversity**

All people need to be respected for who they are. Respect is such an important part of instruction. By assessing students and therefore providing respectful and meaningful instruction, we show that diversity is important to us as teachers and in our faith.

## **Written Expectations**

The quality of work is expected to be consistent with normal expectations for professionals who are role models to their students. All written work must be word-processed using the following:

- 1.5 line spacing
- 12 point font
- one-inch margins
- the font style of your choice – as long as it is legible
- professional writing – writing that could be shared with any stakeholder

Clear and appropriate writing skills are essential for the successful completion of this course.

When creating hand-outs to accompany your presentations, please keep in mind that your work should be parent and teacher "ready." In other words, the handout should be appropriate to give to parents and fellow teachers.

## **References**

All references and writing should conform to the standards listed in the APA. Use the citation of the textbook on page 1 of this syllabus. Also, these examples:

BOOKS:

Author, A. B. & Author, A. B. (year). *Title of book: Subtitle of book*. City: Publisher.

ARTICLES:

Author, A. B. & Author, A. B. (year). Title of article. *Name of periodical*. Volume (number), page-page.

## **Late Work**

Please do whatever you can to avoid late work.

## **Absences**

You are allowed one **excused** absence (medical reasons, Parent-Teacher conferences, Back To School Night, etc.) After the first absence, you will need to complete a make-up assignment.

For the first absence, please complete a second Assignment C: Administer a Word Assessment.

Since I am not foreseeing anyone with three absences, we will cross that bridge when we come to it.

# ASSIGNMENTS

Your grades can be accessed on BlackBoard. [www.luc.edu/blackboard](http://www.luc.edu/blackboard). All grades should be posted within the week following the assignment's due date.

**Class Participation:** 50 points each session – 600 points

This assignment will be completed through regular attendance. Please don't be absent more than once. If special circumstances arise, please contact the instructor as soon as possible.

**Assignment A: Administer a Reading Inventory or Reading Survey** – 50 points (rubric on page 7)

1. Choose a reading inventory or create one yourself.
2. Administer it to students.
3. Reflect on the administration.
4. Evaluate the results.
5. Reflect on the results.
6. Your reflection should be ~2 pages long. It should include the following:
  - \*Why you chose the survey that you chose
  - \*How you introduced the survey to students
  - \*What the results told you about particular students (focus in on three or more students to comment on how this survey will change your practice. For example, "I know that the next time the Scholastic book orders come in, I will be sure to look for books about rock climbing and hiking so I can give those books to Steve."
  - \*The pluses and deltas of the survey. Would you use it again?

- ✓ Keep all student names confidential. (Use a pseudonym for each student.)
- ✓ You will share this information in a class discussion
- ✓ Please choose a reading inventory that you can use in your classroom this/next year.

Please be sure to turn in a COPY of the testing protocol.

**Assignment B: Administer a one-minute fluency snapshot** – 50 points (rubric on page 8)

- a. Choose three grade-level texts for one student to read. Consider using DIBELS or another resource that has leveled passages.
- b. Sit with the student. Gain rapport.
- c. Have student read each passage for one minute. While he/she reads, mark the text using whatever marking system works for you.
- d. When the student is finished reading one of the passages, ask the student to tell you, "What was that passage mostly about?" If the student doesn't seem to understand these directions, rephrase, give an example, etc.
- e. After the student leaves, collect the words per minute (wpm). Compare this to Hasbrouck and Tindal's Norms (see page of this syllabus). What does this mean? What would you tell this child's parents based on this assessment?
- f. Write a ~2 page reflection. The reflection should include the following:
  - \*A few sentences describing the student. (Be sure to use a pseudonym.)
  - \*What you learned about the student through his/her reading, through your markings, etc.
  - \*What the results mean for your instruction. Will your instruction change? Will this child's guided reading group or book box change? What the results mean to parents.

Please be sure to turn in a COPY of the testing protocol.

**Assignment C: CHOOSE ONE word assessment**– 50 points (rubric page 9)

- a. Use McKenna & Dougherty Stahl's *Assessment for Reading Instruction* book.
- b. Choose a spelling, phonics, or sight word assessment.
- c. Administer the assessment to a student. (Gain rapport first. Use a pseudonym.)
- d. Score the assessment.
- e. Reflect on the assessment. Write ~2 pages. This should include the following:
  - \*Why did you choose this assessment?
  - \*Why did you choose this student?
  - \*What does the scoring tell you?
  - \*What does this information mean? How will it change your teaching?
  - \*What can you tell the parents about this information?

Please be sure to turn in a COPY of the testing protocol.

**Assignment D: Administer the QRI**– 100 points (rubric page 10)

- a. Administer Leslie and Caldwell's QRI – 5 to a student in your class.
- b. Choose a time of day when you and the student can sit down for at least 20 minutes. (It may take a few sessions to complete.)
- c. Gain rapport.
- d. Administer the QRI.
- e. Score the QRI.
- f. Complete a cover sheet with the results.
- g. Write a 'letter' or memo to the parents describing in a narrative what the results of the assessment were. This letter needs to include the results, your diagnosis/diagnoses, as well as recommendations you are making – an intervention plan.

Please be sure to turn in a  
COPY of the testing protocol.

**Assignment E: Reflections** – 50 points (rubric page 11)

- a. Students will be asked to reflect about the readings and/or discussions in class. These reflections will be assigned throughout the course. Sometimes these reflections will be completed via blog or online discussion.

**Assignment F: Final Assignment: YOU CHOOSE ONE OF THE FOLLOWING:**

- 1. Analysis of Universal Screeners** – 150 points
- 2. Analysis of intervention programs** – 150 points
- 3. Development of an intervention plan for your school** – 150 points
- 4. BETTER IDEA? Pitch your idea to me, and we will talk about it!**

**CHOICE #1.** Choose two universal screeners (e.g., DIBELS, AIMSweb, etc.) or similar tests (another example is MAP). Write a ~3-5 page paper. (Rubric on page 12.)

- \*Do some research.
- \*Determine the pluses and deltas of these two tests.
- \*Would these tests work for your school? Which would be the best for your school?
- \*How would you propose to your principal that you think you need to adopt and/or purchase this test?
- \*How will the test be used?
- \*Who will have access to the results?
- \*Please prepare some sort of chart or table comparing the at least two interventions that will be shared with the class.
- \*These results will be shared during a class discussion. Be prepared with a hard copy or an electronic copy of your paper and your chart/table so you can share specifics with the class. (Turn in an electronic copy for grade.)

**CHOICE #2:** Research at least two reading intervention programs (for example, Soar to Success by Houghton Mifflin Harcourt).

Write a 3-5 page paper to include at least the following:

- \*What is the research behind these programs? Whose name is attached to them? (Fountas and Pinnell? Kylee Beers?)
  - \*What method is used to carry out these programs? Are there assessments to benchmark and progress monitor?
  - \*How would you propose the need for an intervention program to your principal? WOULD YOU propose the need for an intervention program like this, or do you have a better idea for reading intervention?
  - \*Who will carry out the intervention at your school? Where? When?
  - \*Please prepare some sort of chart or table comparing the at least two interventions that will be shared with the class.
- These results will be shared during a class discussion. Be prepared with a hard copy or an electronic copy of the paper and the chart so you can share specifics with the class. (Turn in an electronic copy for grade.) (Rubric on page 13.)

**CHOICE #3:** Develop a literacy improvement plan for your school focusing on assessment. You will research different diagnostic tests and choose one that you feel is the best choice for your school. You will then create an assessment action plan that includes the following: (Rubric on pages 14-15.)

- o Diagnostic, formative, and summative assessments
  - o Literacy interventions for struggling readers/writers
  - o How, when, and by whom data analysis will occur
  - o Goals and timelines
  - o Action steps : who is doing what? When are they doing it – by what deadline? Where will this take place?
  - o Resources
- (Turn in an electronic copy for grade.)

### Tentative Class Schedule

date	Topic	Reading DUE	Assignment DUE
Sept 1	Introduction and course syllabus Assessment for Learning vs. Assessment of Learning	<i>Assessment Through Students' Eyes</i> by Rick Stiggins (pdf)	
Sept. 8	Why, what, how, and when do we assess	Afflerbach chapter 1 McKenna & Dougherty Stahl ch 1,2, & 9	
Sept 15	NO CLASS	QRI pages 1-98	Look through the book and look at the DVD. BASICALLY, become acquainted with the QRI.
Sept 22	NO CLASS – asynchronous meeting online via <a href="http://mliaccse.blogspot.com">http://mliaccse.blogspot.com</a> (This counts for one reflection, assignment E.)		Assignment E
Sept 29	QRI Q & A Running Records Fluency Miscue Analysis	Afflerbach chapter 2 McKenna & Dougherty Stahl chapters 3 & 6	Assignment A: Reading Survey or Inventory Due
Oct 6	Response to Intervention	<i>Assessment in RtI: What Teachers and Specialists Need to Know</i> <i>Organizing and Evaluating Reading Assessments</i> Afflerbach chapter 6 & 9	Assignment B: One-Minute Fluency Snapshot DUE
Oct 13	Assessments for spelling and comprehension Performance assessment	Afflerbach Chapter 5 McKenna and Dougherty Stahl Chapter 5 & 7	Assignment C: Administer a Word Assessment DUE
Oct 20	Preparing a reading clinic report	McKenna and Dougherty Stahl Chapter 10	
Oct 27	Portfolio Assessment – Tentative Guest Speaker Alternative Assessment	Afflerbach chapter 4	
Nov 3	High-Stakes Testing	Afflerbach Chapter 7	
Nov 10	NO CLASS – asynchronous meeting online via <a href="http://mliaccse.blogspot.com">http://mliaccse.blogspot.com</a> (This counts for one reflection, assignment E.)		Assignment E
Nov 17	Case Studies	McKenna and Dougherty Stahl APPENDIX Afflerbach Chapter 8	
Nov 24	Thanksgiving – no class		
Dec. 1	Standards-Based Grading and Use of Data  Reading Observation Checklist	<i>The New Stupid</i> <i>Organizing and Evaluating Results from Multiple Reading Assessments</i> <i>Rethinking Grading Practices</i> <i>FAQs about Standards-Based Grading</i>	Assignment D: QRI DUE
Dec 8	Class Discussions about Assignment F: Final Assignment Class evaluations		
Dec 15	Class Discussions about Assignment F: Final Assignment		Electronic copy of all parts of Assignment F: Final Assignment DUE by midnight to Blackboard

**Rubric for Reading Inventory or Survey: Assignment A**

<b>Major Items</b>	<b>3</b>	<b>2</b>	<b>1</b>
Survey or inventory title is stated.	Yes – explicitly stated	Yes	No
Why did you choose this survey or inventory? Reflect.	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Yes	No
Description of administration of survey or inventory is shared. How did you introduce this survey to your students?	Yes – this is stated explicitly and described thoughtfully, vividly and thoroughly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
How did you score the inventory/survey?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
Reflect on what the results tell you. Will this change your instruction? How? When will you start this change?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	This is not really stated, or it is confusing or unclear.
If this was an inventory that you administered to students, explain how you will share that information with parents.	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	Not really or not at all
Reflection is shared about the usefulness of using a survey or inventory.	Yes. Reflection is thorough and honest.	Yes.	No, not really.
Reflection is shared about how this or another survey or inventory will be used in the future. What was positive about this survey or inventory? What could you improve upon the next time you use it?	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Yes.	Not really, or what is stated is confusing or unclear.
A copy of the testing protocol is submitted.	Yes. A copy is submitted.		No, a copy is not submitted OR the original is submitted.
<b>Formatting Items</b>			
<ul style="list-style-type: none"> <li>✓ typed in any legible font</li> <li>✓ size 12</li> <li>✓ 1.5 spaced.</li> </ul>	Yes to all 3.	Yes to 2.	Yes to 1 or 0.
Grammatical, punctuation, and capitalization (Be sure to put punctuation inside quotation marks.)	Zero errors.	1-2 errors.	3+errors. A score of ZERO will be earned for this item for more than 5 errors.
Writing is professional. Assignment is presented in a professional way.	Yes. Absolutely.	Somewhat.	No.

**Rubric for Assignment B: One-Minute Fluency Snapshot**

<b>Major Items</b>	<b>3</b>	<b>2</b>	<b>1</b>
Three grade-level texts were chosen OR three texts on the same level were chosen for a student based on student's current level. (For example, if the student is on F & P level L and has been on level L for a while, you may choose three level M texts to see if he/she is ready to move to another guided reading group.)	Yes – this is stated explicitly and described thoughtfully and thoroughly.		Not really, or what is stated is confusing or unclear.
How the texts were chosen is explained. ("I used DIBELS because it was already leveled for me." Or, " I chose to use the benchmarking books that come with my basal reader.")	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Somewhat	Not really or unclear how this choice was made.
Explains how student was approached to do this assessment. Explains how rapport was established.	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Somewhat	Not really or unclear how this occurred.
Some explanation is provided about how the testing occurred. Explains which passage the student started with, which was the middle text, and which was the last text. Explains whether a water fountain break was taken, etc.	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Somewhat	Not really, or what is stated is confusing or unclear.
Discuss how the student behaved during the reading: child sat still and read quietly, child wanted to chat between readings, child gave in-depth retellings/summaries after each passage (if this was something you required). Did the student seem uncomfortable, nervous, anxious, etc?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Somewhat	Not really, or what is stated is confusing or unclear.
Explain whether you needed to repeat directions, redirect for behavior, rephrase directions, etc.	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Somewhat	Not really, or what is stated is confusing or unclear.
Results of the tests are shared. What was the words-per-minute (wpm) count for each passage? What was the average of the three? What does this information tell you? Was one passage informational text? Literature? Did the genre of the text affect the student's ability to read it?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
The percentile for the average of the three snapshots is given using Hasbrouck & Tindal's chart.	Yes.		Not really or no
Reflect. What do the results tell you? How will this change your instruction?	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Somewhat	Not really, or what is stated is confusing or unclear.
How will this information be reported to parents? How will this information be reported to your Teacher Assistance Team/Rtl team?	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Somewhat	Not really, or what is stated is confusing or unclear.
Reflect. What did this experience teach you? Was this difficult? Time consuming? Helpful? Stressful? Etc.	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Somewhat	Not really, or what is stated is confusing or unclear.
A copy of the testing protocol is submitted.	Yes. A copy is submitted.		No, a copy is not submitted OR the original is submitted.
<b>Formatting Items</b>			
typed in any legible font, size 12, 1.5 spaced.	Yes to all 3.	Yes to 2.	Yes to 1 or 0.
Grammar, punctuation, and capitalization	Zero errors.	1-2 errors.	3+errors. <small>A score of ZERO will be earned for this item for more than 5 errors.</small>
Writing is professional. Assignment is presented in a professional way.	Yes.	Somewhat.	No.

**Rubric for Assignment C: Administer a Word Assessment: 50 points**

<b>Major Items</b>	<b>3</b>	<b>2</b>	<b>1</b>
Assessment name is stated.	Yes – explicitly stated	Yes	No
Why did you choose this assessment? Reflect.	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Yes	No
Why did you choose this student? Reflect.	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Yes.	No.
Description of administration of assessment is shared. How did you introduce this assessment to your student?	Yes – this is stated explicitly and described thoughtfully, vividly and thoroughly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
How did you score the assessment?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
Reflect on what the results tell you. Will this change your instruction? How? When will you start this change?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	This is not really stated, or it is confusing or unclear.
Explain how you will share the results and other pertinent information with parents.	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	Not really or not at all
Reflection is shared about the usefulness of using a assessment.	Yes. Reflection is thorough and honest.	Yes.	No, not really.
Reflection is shared about how this assessment (or one that assesses the same thing) will be used in the future. What was positive about this assessment? What could you improve upon the next time you use it?	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Yes.	Not really, or what is stated is confusing or unclear.
A copy of the testing protocol is submitted.	Yes. A copy is submitted.		No, a copy is not submitted OR the original is submitted.
<b>Formatting Items</b>			
<ul style="list-style-type: none"> <li>✓ typed in any legible font</li> <li>✓ size 12</li> <li>✓ 1.5 spaced.</li> </ul>	Yes to all 3.	Yes to 2.	Yes to 1 or 0.
Grammatical, punctuation, and capitalization (Be sure to put punctuation inside quotation marks.)	Zero errors.	1-2 errors.	3+errors. A score of ZERO will be earned for this item for more than 5 errors.
Writing is professional. Assignment is presented in a professional way.	Yes. Absolutely.	Somewhat.	No.

**Rubric for Assignment D: Administration of the QRI: 150 points**

<b>Major Items</b>	<b>3</b>	<b>2</b>	<b>1</b>
Why did you choose this student? Reflect.	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Yes.	No.
Description of administration (s) of QRI is shared. How did you introduce the QRI to your student? Where did you sit? For how long? What were the other students doing? How did the student respond to this test? BE VERY SPECIFIC.	Yes – this is stated explicitly and described thoughtfully, vividly and thoroughly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
How did you score the QRI? BE VERY SPECIFIC.	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
Reflect on what the results tell you. Will this change your instruction? How? When will you start this change?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	This is not really stated, or it is confusing or unclear.
A memo/letter to parents is provided. This memo/letter includes the results of the assessment AND a 'diagnosis' of the child's challenges AND recommendations for how you plan to help the child improve in these areas, that is an intervention plan.	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	Not really or not at all
Reflection is shared about the usefulness of using the QRI.	Yes. Reflection is thorough and honest.	Yes.	No, not really.
Reflection is shared about how this assessment (or one that assesses the same thing) will be used in the future. What was positive about this assessment? What could you improve upon the next time you use it?	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Yes.	Not really, or what is stated is confusing or unclear.
A copy of the testing protocol is submitted.	Yes. A copy is submitted.		No, a copy is not submitted OR the original is submitted.
<b>Formatting Items</b>			
<ul style="list-style-type: none"> <li>✓ typed in any legible font</li> <li>✓ size 12</li> <li>✓ 1.5 spaced.</li> </ul>	Yes to all 3.	Yes to 2.	Yes to 1 or 0.
Grammatical, punctuation, and capitalization (Be sure to put punctuation inside quotation marks.)	Zero errors.	1-2 errors.	3+errors.
			A score of ZERO will be earned for this item for more than 5 errors.
Writing is professional. Assignment is presented in a professional way.	Yes. Absolutely.	Somewhat.	No.

Shaded items count twice.

Rubric for Assignment E: Reflections – 50 points

Major Items	3	2	1
Reflect on the question or stem provided.	Yes – reflection is honest, thorough, and thoughtful.	Yes.	No.
At least four meaningful, significant responses are posted in a timely manner (within one week's time). Responses are NOT back to back to back in the final hours...	Yes, responses are meaningful, significant, and timely.	Three responses are posted.	No or not really.
Responses add to the group discussion.	Yes. Definitely.	Yes.	Not really – just a repeat of what others are saying with little or no new information.
Responses are respectful to other participants. You can disagree, but please do so respectfully. Do not use personal attacks.	Yes, of course. Absolutely.	Yes.	May have or definitely crossed the line.
<b>Formatting for online responses</b>			
Writing is professional.	Yes. Absolutely.	Somewhat.	Not really.

**Rubric for Assignment F: Choice #1 – 150 points**

<b>Major Items</b>	<b>3</b>	<b>2</b>	<b>1</b>
Why did you choose choice #1? Reflect.	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Yes.	No.
Two universal screeners or two tests are shared by name.	Yes – this is stated explicitly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
Why did you choose these two tests? Reflect.	Yes – this is stated explicitly and described thoughtfully, honestly, thoroughly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
Research is included to back up your choice. Reflect on where you found your research and why you looked where you did.	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is honest, thoughtful, and thorough.	Yes, this is included in the paper.	This is not really stated, or it is confusing or unclear.
Research information is cited properly using APA.	Yes – all correct.	Research is cited.	No – there are errors.
Pluses and deltas are provided.	Yes – these are stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	Not really or not at all
Would these tests be useful for the students at your school? For the teachers at your school? Which is the one you would choose if you had the power?	Yes – these are stated explicitly and described thoughtfully and thoroughly.	Yes.	No, not really.
Information about how you would propose this idea to your principal is included. This may be a "speech" but it could include a bulleted list or all of the pertinent facts including cost, time needed to administer tests, cost for training, time needed for training, etc.	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
How will the test be used?	Yes – this is stated explicitly and described thoughtfully and thoroughly.		
Who would have access to the results? Where will the results be housed?	Yes – this is stated explicitly and described thoughtfully and thoroughly.		
A table or chart is created to compare and contrast the two tests.	Yes, a table or chart is included. It is labeled clearly and makes sense to a reading professional.	Yes.	No, or it is confusing, not labeled, etc.
Final assignment is turned in electronically to Blackboard.	Yes.		No. A hard copy is turned in and/or the electronic copy is e-mailed to the instructor.
<b>Formatting Items for Paper and Table or Chart</b>			
typed in any legible font, size 12, and 1.5 spaced.	Yes to all 3.	Yes to 2.	Yes to 1 or 0.
Grammatical, punctuation, and capitalization (Be sure to put punctuation inside quotation marks.)	Zero errors.	1-2 errors.	3+errors. A score of ZERO will be earned for this item for more than 5 errors.
Writing is professional. Assignment is presented in a professional way.	Yes. Absolutely.	Somewhat.	No.

**Rubric for Assignment F: Choice #2 – 150 points**

<b>Major Items</b>	<b>3</b>	<b>2</b>	<b>1</b>
Why did you choose choice #2? Reflect.	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Yes.	No.
At least two intervention programs are shared by name.	Yes – this is stated explicitly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
Why did you choose these two intervention programs? Reflect.	Yes – this is stated explicitly and described thoughtfully, honestly, thoroughly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
Research is included to back up your choice. Reflect on where you found your research and why you looked where you did. Is there a researcher whose name is tied to these programs?	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is honest, thoughtful, and thorough.	Yes, this is included in the paper.	This is not really stated, or it is confusing or unclear.
Research information is cited properly using APA.	Yes – all correct.	Research is cited.	No – there are errors.
Pluses and deltas are provided for each program.	Yes – these are stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	Not really or not at all
Would these programs be useful for the struggling readers at your school? For the teachers of struggling readers at your school? Which is the one program you would choose if you had the power?	Yes – these are stated explicitly and described thoughtfully and thoroughly.	Yes.	No, not really.
Information about how you would propose purchasing your favored program to your principal is included. This may be a "speech" but it could include a bulleted list or all of the pertinent facts including cost, time needed to administer program, cost for training, time needed for training, etc.	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
How will the intervention program be used? Who will use it? When will it be used? Where will it be used? Where will it be housed?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
How will data be collected to determine the effectiveness of the program? Where will that data be kept? Who will collect it?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
A table or chart is created to compare and contrast the two tests.	Yes, a table or chart is included. It is labeled clearly and makes sense to a reading professional.	Yes.	No, or it is confusing, not labeled, etc.
How will the program be described and shared with parents? How will data be shared with parents of struggling readers?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
Final assignment is turned in electronically.	Yes.		No. A hard copy is turned in.
<b>Formatting Items for Paper and Chart or Table</b>			
typed in any legible font, size 12, and 1.5 spaced.	Yes to all 3.	Yes to 2.	Yes to 1 or 0.
Grammatical, punctuation, and capitalization (Be sure to put punctuation inside quotation marks.)	Zero errors.	1-2 errors.	3+errors. A score of ZERO will be earned for this item for more than 5 errors.
Writing is professional. Assignment is presented in a professional way.	Yes. Absolutely.	Somewhat.	No.

**Rubric for Assignment F: Choice #3 – 150 points (also see next page)**

<b>Major Items</b>	<b>3</b>	<b>2</b>	<b>1</b>
Why did you choose choice #3? Reflect.	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is thoughtful, honest, and thorough.	Yes.	No.
At least two diagnostic tests are shared by name. Additionally, formative and summative assessments will be named. Please also include definitions of each or a glossary at the end.	Yes – this is stated explicitly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
Why did you choose these assessments? Reflect.	Yes – this is stated explicitly and described thoughtfully, honestly, thoroughly.	Yes, this is included in the paper.	This isn't stated or it is confusing.
Research is included to back up your choice. Reflect on where you found your research and why you looked where you did.	Yes – this is stated explicitly and described thoughtfully and thoroughly. Reflection is honest, thoughtful, and thorough.	Yes, this is included in the paper.	This is not really stated, or it is confusing or unclear.
Research information is cited properly using APA.	Yes – all correct.	Research is cited.	No – there are errors.
Pluses and deltas are provided for this assessment plan.	Yes – these are stated explicitly and described thoughtfully and thoroughly.	Yes, this is included in the paper.	Not really or not at all
Literacy interventions are shared for struggling readers and writers.	Yes – these are stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
Reflect. Be specific. How will this plan be useful for the struggling readers and writers at your school? For the teachers of struggling readers and writers at your school?	Yes – these are stated explicitly and described thoughtfully and thoroughly.	Yes.	No, not really.
Information about how you would propose this assessment plan to your principal is included. This may be a "speech" but it could include a bulleted list or all of the pertinent facts including cost, time needed to administer and score assessments, cost for training or professional development, time needed for training, etc.	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
Goals and timelines are listed for this assessment program. When will it begin? During what month or time period will testing occur? When will data be collected? When will data be shared with stakeholders? (parents, teachers, students, etc.)	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
How will data be collected to determine the effectiveness of the program? Where will that data be kept? Who will collect it?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
A table or chart is created to list all of the above information.	Yes, a table or chart is included. It is labeled clearly and makes sense to teachers, principals, and parents.	Yes.	No, or it is confusing, not labeled, etc.
How will the program be described and shared with parents? How will data be shared with parents of struggling readers?	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
A list of resources is shared – this may include people to consult for help in the building and out of the building, professional books, web sites, etc.	Yes – this is stated explicitly and described thoughtfully and thoroughly.	Yes.	Not really, or what is stated is confusing or unclear.
Final assignment is turned in electronically.	Yes.		No. A hard copy is turned in.

**Rubric for Assignment F: Choice #3 – 150 points CONTINUED**

<b>Formatting Items for Paper and Chart or Table</b>				
typed in any legible font, size 12, and 1.5 spaced.	Yes to all 3.	Yes to 2.	Yes to 1 or 0.	
Grammatical, punctuation, and capitalization (Be sure to put punctuation inside quotation marks.)	Zero errors.	1-2 errors.	3+errors.	A score of ZERO will be earned for this item for more than 5 errors.
Writing is professional. Assignment is presented in a professional way.	Yes. Absolutely.	Somewhat.	No.	

## Make-Up Assignments for Absences

You are allowed one excused absence (medical reasons, Parent-Teacher conferences, Back To School Night, etc.) After the first absence, you will need to complete a make-up assignment.

For the first absence, please complete a second Assignment C: Administer a Word Assessment.

Since I am not foreseeing anyone with three absences, we will cross that bridge when we come to it. I will assign that make-up work to you personally.