_____ Date_____

LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP: 328 Assessment for Reading Teachers
Fall Semester 2015
Tuesdays 4:15 – 6:45 pm
Cuneo Hall Room 111

Sakai Course Site: https://sakai.luc.edu/portal/site/CIEP_328_001_4083_1156
> Please check this official website for any changes in the schedule or office hours. In case of emergency or special circumstances, information will be posted.

Ashley Ramirez - apringle@luc.edu
Office hours: Before and after class, or by appointment.

SPECIAL CIRCUMSTANCES: Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under *Accessibility, P. 3 of this syllabus.*

COURSE DESCRIPTION: This assessment and diagnosis course provides the foundation knowledge and experiences in reading assessment and diagnosis that would be necessary for elementary or secondary classroom reading teachers. Both formal and informal methods of screening will be emphasized, individually and as part of classroom instruction. Specific tests and measures designed to assess significant elements of learning to read such as knowledge of print, prior knowledge and vocabulary, word recognition, fluency and reading comprehension will be presented. Data based decision making and problem solving within a systematic response will be emphasized. Reading teachers will recognize that reading is an active and complex process that involves skills, strategies, prior knowledge and purposes for reading within a goal-oriented process. Practical applications and contemporary issues such as high stakes testing will be highlighted.

REQUIRED TEXTS:

Caldwell, J.S., and Leslie, L. (2011). *Qualitative Reading Inventory – 5.* Boston: Pearson, Allyn and Bacon.
McKenna, M.C, and Stahl, K.A. (2009). *Assessment for Reading Instruction.* New York: The Guilford Press.

COURSE STANDARDS:

School of Education Conceptual Framework Standards:
CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
CF5: Candidates demonstrate technological knowledge and skills which enhance education. service to others.
CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

ACEI Standards
Standard 2.1 English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading,

writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Standard 4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

ISBE Reading Teacher Standards
STANDARD 1
Knowledge Indicators - The competent reading teacher:
The competent reading teacher has a deep understanding of reading and reading instruction.
1E.   understands the construction and psychometric properties of classroom reading tests, including the State assessment.
STANDARD 2
The competent reading teacher understands how to diagnose reading disabilities and how to teach and support the education of students with reading disabilities.
Knowledge Indicators - The competent reading teacher:
2A.   understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.
2B.   understands models of reading disabilities used in special education.
2C.   knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
2D.   understands the uses and limitations of informal and formal assessments.
2F.   knows models of and procedures for providing reading diagnosis and educational services to students with reading problems.
Performance Indicators - The competent reading teacher:
2H.   determines strengths and needs of individual students in the areas of reading, writing, and spelling.
2I.   determines students' reading levels (independent, instructional, frustrational).
2J.   gathers and interprets information for diagnosis of the reading problems of individual students.
2L.   interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.

International Reading Association 2010 Standards for Reading Teachers

Element 3.1

Candidates understand types of assessments and their purposes, strengths, and limitations.

- Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

- Describe strengths and limitations of a range of assessment tools and their appropriate uses.

- Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

- Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

Element 3.2

Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

- Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness.

- Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.

- Interpret and use assessment data to analyze individual, group, and classroom performance and progress.

- Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.

Element 3.3

Candidates use assessment information to plan and evaluate instruction.

- Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.

- Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching.

- Interpret patterns in classroom and individual students' data.

- Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.

Element 3.4

Candidates communicate assessment results and implications to a variety of audiences.

- Communicate assessment purposes and discuss results with appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).

- Use assessment data and student work samples to discuss implications for reading and writing instruction (e.g., highlight differences in student work samples across the content areas).

IDEA Objectives
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Learning how to find and use resources for answering questions or solving problems

Conceptual Framework

Teacher candidates in CIEP 328 will be expected to demonstrate "professionalism in the service of social justice" in course experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class based on research based best practices. Knowledge of literacy concepts, curriculum, instructional strategies and practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized, and for this reason, there is a specific emphasis on meeting the instructional needs of students from diverse cultures and languages. Our conceptual framework is described here:
www.luc.edu/education/mission/

Dispositions

Students will be assessed on the following dispositions: *Professionalism, Fairness,* and *All Students Can Learn.* These dispositions are indicators of growth for across our programs. Rubrics for these dispositions can found on LiveText.

Diversity

It is expected that teacher candidates in CIEP 328 will recognize, respect and address all varieties of diversity in their learning and teaching environments. This will be demonstrated in their

coursework and relationships with classmates and instructors and will build upon previous clinical experiences with particular respect to linguistic and cultural diversity as it relates to literacy.

Syllabus Addendum Link - www.luc.edu/education/syllabus-addendum/

Please note the following additional information related to this course:

- **The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.**
- **Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments handed in late may be accepted, but full points will not be awarded.**
- **Students may not re-do assignments or expect that extra credit will be accepted. As a result, it is important to attend drop in sessions or make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.**

*Rubrics MUST be handed in with all assignments

Textbook Abreviations for Reading Assignments:
Assessment for Reading Instruction – ARI
Qualitative Reading Inventory - 5 – QRI

Date	Topic	Readings Due	Assignments Due
August 25	Course Introduction Introduction to Reading Assessment Cognitive Reading Inventories History & Philosophy of Reading Diagnosis Interest Inventories Reading Teachers & RtI	Textbook Overviews	
September 1	Classroom Case Studies & Data Analysis Class Screenings Model for Reading Diagnosis & Instructional Planning Review of General Concepts of Assessment	Chapter 1 & 2 - ARI	
September 8	Assessing Knowledge of Print Assessment of Emergent Readers Questions for Reading Specialists	Chapters 4 - ARI	
September 15	Developmental Spelling Vocabulary Prior Knowledge	Chapter 5 – ARI	
September 22	Oral Reading Analysis Fluency Curriculum Based Measurement for	Chapter 6 – ARI	

	Reading (R-CBMs) *(Choose early reader for case study)*		
September 29	Assessing Reading Comprehension Review of Readability	Chapter 7 – ARI	Reading Specialist Interview Presentations
October 6	NO CLASS – Mid Semester Break		
October 13	Assessing Reading Comprehension Strategic Knowledge	Chapter 8 – ARI Sections 1-2 – QRI	
October 20	Case Study Report Presentations *(Choose older reader for second case study)*		Early Reader Case Study Report
October 27	Using Informal Reading Inventories	Chapter 3 – ARI Sections 3-4 – QRI	
November 3	Administering and Scoring the QRI	Sections 5-11 - QRI	
November 10	Interpreting Data from Reading Inventories Affective Factors	Chapter 9 – ARI Sections 12-13 – QRI	
November 17	Communicating Assessment Information Preparing a Clinic Report	Chapter 10 – ARI	Assessment Binder Due
November 24	Case Study Report Presentations *		Older Reader Case Study Report
December 1	Case Study Report Presentations		Older Reader Case Study Report

Assignments and Points for Grading:

Rubrics for all assignments will be posted on Blackboard
Grades will be posted on Blackboard

Class Discussion Leader	**50**
Partner Interview with a K – 12 Reading Specialist **And Power Point Presentation**	**50**
Assessment Binder	**25**
Case Study – early reader (K–2)	**100**
Case Study - older struggling reader (3 & up)	**100**
Class Participation	**25**

Grades: A (92%)   B (84%)   C (76%)

COURSE REQUIREMENTS
TEACHER CANDIDATES SHOULD FOLLOW THE GUIDELINES FOR PROFESSIONALISM :
All student work should demonstrate serious effort and professionalism.
All work must be individually completed. Credit must be given to original sources.
All assignments must be typed.
All assigned work must be completed and turned in on the dates listed on this syllabus.

Late work may not be accepted. If it is, based on the circumstances, points may be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.

Attendance will be taken at the beginning of class. Teacher Candidates not present at this time may be marked as absent.

If Teacher Candidates are absent from class, they should notify the instructor by e-mail or phone. Learning Partners can share responsibility for collecting handouts or handing in materials.

Teacher Candidates may demonstrate preparedness and participation, even if absent, if they notify the course instructor via email prior to the beginning of the class session and hand in materials due.

- Teacher candidates must not assume that they can redo assignments to earn higher grades once the work is completed and graded. If there are questions about an assignment, it is highly recommended that the teacher candidate make an appointment with the instructor or attend drop in sessions to receive additional assistance prior to the date the assignment is due.

Required Readings: Teacher candidates will be responsible for all assigned readings. Readings should be completed by the dates listed.

Class Participation: Teacher candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have excused absences from the Asst. Dean or for Athletic participation will be allowed to make up participation points.

Class Discussion Leader: Teacher candidates will sign up for a day to lead the class discussion on the assigned reading. A brief power point or SMARTboard presentation will be created to give the discussion as well as a one page handout to be given out to classmates.

Partner Interview with K–12 Reading Specialist: This assignment will be completed during the first half of the course. Based on schedule flexibility and transportation, reading teacher candidates will be paired for this project. They will need to schedule and interview with a K–12 Reading Specialist in order to learn what the roles are for Reading Specialists and how reading teachers can partner with them to enhance the support for students' reading and literacy development. A list of questions to use as guidelines will be developed in class, and the responses will be shared with classmates in a power point presentation.

Assessment Binder:
After completing this course you should have collected many different reading assessments (K-12). This binder will help you in your future teaching role, to stay organized, and make educated decisions about what assessments your will students need.
Things that need to be included and separated by dividers:
*A table of contents including name/course
*Knowledge of print
*Prior knowledge and vocabulary
*Word recognition
*Fluency
*Reading comprehension
*Interest Inventories

Case Studies: Two case studies will be conducted with individual students for this course. Written Reports of Case Studies will follow the models in Appendix of the *Assessment for Reading Instruction* text (McKenna & Stahl). These will be due at the conclusion of the semester and will include the following elements: background information, description of tests administered, data from tests administered, observations during testing, summary of results, and recommendations. The first report will focus on an emergent or early reader in grades K–2. The second report will focus on a reader in grade 3 or up. Tests utilized will be determined by consultation with and approval from the parents, classroom teacher and course instructor. Data will be shared from both case studies in a presentation (10-15 minutes).

Additional list of Supplemental Resources:
Note: Most of these resources, along with several others by these individuals, may be borrowed from the course instructor.

Afflerbach, P. (2007). *Understanding and Using Reading Assessment K – 12*. Newark, DE: International Reading Association.

Allington, Richard. (2009). *What Really Matters in Response to Intervention: Research Based Designs.* Boston: Pearson.

Barr, R., Sullivan, D., Buhle, R., Blachowicz, C. & Chaney, J. (2004). *Illinois Snapshots of Early Literacy-2: Teacher's Guide.* Springfield IL: Illinois State Board of Education. Retrieved 3-2-08 from http://www.isbe.net/ils/ela/reading/html/isel.htm

Clay, M. (1985). *The early detection of reading difficulties.* Portsmouth, NH: Heinemann.

Cooter, R.B., Flynt, E. Sutton, Cooter, K.S. (2007). *Comprehensive Reading Inventory: Measuring Reading Development in Regular and Special Education Classrooms.* Upper Saddle River, NJ: Merrill, Prentice Hall.

Fuchs, D., Fuchs, L., & Vaughn, S. (2008). *Response to Intervention: A Framework for Reading Educators.* Newark, DE: International Reading Association.

Gersten, R., Compton, D., Connor, C.M., Dimino, J. Santoro, L, Linan-Thompson, S., & Tilly, W. D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved March 3, 2009 from http://ies.ed.gov/ncee/wwc/publications/practice guides/

Good, R. H, & Kaminski, R. A. (2003) *DIBELS: Dynamic Indicators of Basic Early Literacy Skills.* Longmont, CO: Sopris West. Handbook retrieved 3 -2 -8 from http://dibels.uoregon.edu/datasystemmanual.php

Harp, B. (2000). The handbook of literacy assessment and evaluation. Norwood, MA. Christopher-Gordon.

Jennings, J., Caldwell, J., Lerner J. W. (2006). *Reading Problems: Assessment and Teaching Strategies.* Boston: Pearson, Allyn and Bacon.

Keene, E. (2006). *Assessing Comprehension Thinking Strategies.* Huntington Beach, CA: Shell Education.

Rinaldi, C. & Samson, J. (2008). English language learners and response to intervention: Referral considerations. *Teaching Exceptional Children, 40*, 6-14.

Shanahan, T. (2008). Implications of RTI for the Reading Teacher. In D. Fuchs, L.S. Fuchs, & S. Vaughn (Eds.), *Response to Intervention* (pp. 105-122). Newark, DE: International Reading Association.

Shinn, M.R. & Shinn, M.M. (2002). *AIMSweb Training Workbook: Administration and Scoring of Reading Curriculum-Based Measurements (R-CBM) for use in General Outcome Measurement.* Retrieved 3 -2 -08 from https://aimsweb.edformation.com/downloads/AdminandScoringR-CBM09292005.pdf

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998).*Preventing reading difficulties in young children*. Washington, DC: National Academy Press.