



CIEP 328:

Assessment for Reading Teachers

Loyola University Chicago

Social Action through Education

TIME & LOCATION

Tuesdays 4:15-6:45
Cuneo Hall Rm 111

DATES

Tuesdays August 30 – December 6

INSTRUCTOR: Michelle Lia, EdD mlia@luc.edu

CONTACT INFO: 312-915-6925 Office
773-680-6363 Mobile
601 Lewis Towers

OFFICE HOURS: before or after class or by
appointment

COURSE OUTCOMES:**Candidates will...**

- Administer a variety of literacy assessments.
- Use assessment data to plan instruction and intervention.
- Analyze assessment data for use in a classroom and in a school.
- Evaluate effectiveness of instruction and interventions using progress monitoring.
- Learn techniques to collaborate effectively with teachers regarding assessment data.
- Learn more about Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) from the perspective of a reading professional.

REQUIRED TEXTS:

Bear, D. R., Invernizzi, M. A., Templeton, S. A., & Johnston, F. A. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction, 6th ed.* New York: Pearson.

Leslie, L. & Schudt Caldwell, J. (2016). *Qualitative reading inventory, 6th ed.* New York: Pearson.

McKenna, M. & Dougherty Stahl, K. (2015). *Assessment for reading instruction, 3rd ed.* New York: Guilford Press.

International Literacy Association (2010). Standards for Assessment for Reading and Writing. Retrieved on January 1, 2016 from <http://www.ncte.org/standards/assessmentstandards> (ACCESS THESE ONLINE FOR FREE.)

***NOTE: Additional readings are posted on Sakai. Additional readings will be assigned as is needed at the discretion of the instructor.**

ABSENCES: One excused absence is allowed for the purposes of attending a required school event or a family emergency. After that, you will be expected to do a make-up assignment, and you are subject to lose points on your final grade. If you are absent, you cannot earn participation points for that class.

Conceptual Framework and Conceptual Framework Standards

Assessment is necessary to determine the learning needs of all students. It is through assessment that we can differentiate and make learning meaningful for all students. By providing meaningful, thoughtful learning for all, we are acting on the social needs of students: ***Social Action through Education***.

Assessments can have biases. Whether intentional, it is our responsibility as educators to ensure that assessments are as bias-free as possible and attend to our students' diverse needs. This is the social justice mission of the School of Education.

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

CLASS DATES

DATE, Tuesdays	CLASS MEETING TIME
August 30	4:15-6:45
September 6	4:15-6:45
September 13	4:15-6:45
September 20	4:15-6:45
September 27	4:15-6:45
October 4	4:15-6:45
October 11	No class – Fall Break
October 18	4:15-6:45
October 25	Meeting online – no in-class meeting
November 1	4:15-6:45
November 8	4:15-6:45
November 15	4:15-6:45
November 22	Meeting online – no in-class meeting
November 29	4:15-6:45
December 6	4:15-6:45
December 13	No in-class meeting - final exam due - all paperwork due by midnight

SCHOOL OF EDUCATION GRADING SCALE

Percent Range	Letter Grade
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
62% and Below	F

ASSIGNMENTS

- ✓ All assignments are due at 11:55 pm the night of the due date unless otherwise noted.
- ✓ All assignments completed outside of class must be submitted in Microsoft Word (you can create in Pages, but please save as Microsoft Word before submitting).
- ✓ All assignments completed outside of class must be submitted via Sakai unless otherwise noted.
- ✓ Electronic submissions only, please.
- ✓ Use APA 6th edition for all references and writing.

Assignment	Due Date	Points Possible
A. Participation and Dispositions	each week	140
B. Standards Jigsaw due at 4:15	September 6	25
C. Administer a Reading Inventory or Survey	September 20	25
D. Administer a Word Assessment	October 4	50
E. Administer One-Minute Fluency Snapshot	November 1	50
F. Administer the QRI	November 29	100
G. Final Exam – take-home exam	December 13	100
TOTAL POINTS POSSIBLE:		

Assignments – Description and Due Dates

A.) PARTICIPATION: Rubric on page 7.

Participation will be assessed each class. Participation means the following:

- thoughtfully reading the assignment(s) before class
- actively thinking and talking in class
- not focusing on laptop/tablet/phone
- thoughtfully and professionally discussing in small groups – all with the School of Education dispositions in mind: professionalism, fairness, and all children can learn.

If class is held in person and you are not physically in class for that in-person meeting, you cannot earn participation points.

B) Jigsaw the Standards – Google Doc - 25 points (Rubric on page 8) Due Sept. 6

On the first night of class, you will choose one of the Standards for Assessment for Reading and Writing.

You will fill in the Google doc for your standard:

1. **Summarize** it. (~one paragraph – make sure to include a heading for the paragraph)
2. What does this mean for you as a reading professional? (~one paragraph– make sure to include a heading for the paragraph)
3. What additional context is needed to achieve this standard? (~one paragraph– make sure to include a heading for the paragraph)

You will **share the above information with the class (5 minutes)** in addition to...

1. What does this mean for you at your current school?
2. What was new learning to you, and what was validated?

Due by September 6th at 4:00 pm; SHARE IN CLASS on September 6.

C.) Administer a Reading Interest Inventory– Sakai - 25 points (rubric on page 9.) Due Sept 20

1. Choose a reading inventory, interest inventory or survey or create one yourself.
2. Administer it to a class or small group of students.
3. Reflect on the administration.
4. Evaluate the results.
5. Reflect on the results.
6. Your paper – results and reflections – should be 1-2 pages long. It should include the following:
 - *Why you chose the survey that you chose or why you created your own
 - *How you introduced the survey to students
 - *How was it to administer this survey – for example, How long did it take? How did

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

- students react to taking the survey? What questions did students ask?
- *What were the results? Create a table or graph to illustrate the data, and then interpret it.
- *What did the data tell you about particular students (focus in on no more than three students to comment on how this survey will change your practice.)
- *The pluses and deltas of the survey. Pluses: What went well, what was positive about administering it and the results? Deltas: What would you change the next time you administer this survey or inventory, or would you use this survey or inventory again? Would you administer it in the same way next time?

✓ **You will share this information in a class discussion.**

D) Administer a one-minute fluency snapshot Sakai – 50 points **(rubric on page 10.) Due Nov 1.**

- a. Choose three grade-level texts for one student to read. Consider using DIBELS, Reading A to Z, ReadWorks, Aimsweb, or another resource that has leveled passages.
- b. Choose one student in your current classroom. Sit with the student. Gain rapport.
- c. Have the student read each passage for one minute. While he/she reads, mark the text using whatever marking system works for you. See page of this syllabus for a sample marking system.
- d. When the student is finished reading **one** of the passages (choose one), 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. ALLOW the student to look back at the text and reread as needed to answer this question.
- e. After the student leaves, count the words per minute (wpm). Compare this to Hasbrouck and Tindal’s Norms (see page of this syllabus). What does this mean?
- f. What would you tell this child’s parents based on this assessment?
- g. Write a 1-page reflection. The reflection should include the following:
 1. A few sentences describing the student. (Be sure to use a pseudonym.)
 2. What you learned about the student through his/her reading, through your markings, etc.
 3. What the results mean for your instruction:
 - How will your instruction change?
 - Will this child’s guided reading group/ book box/reading level/small group change?
 - What the results mean to parents.

✓ **You will share this information in a class discussion.**

E) Administer a word assessment– Sakai - 50 points **(rubric page 11.) due October 4**

- a. Administer the *Words Their Way* spelling inventory appropriate to your class’ grade level.
- b. Score the assessment.
- c. Administer the assessment to a class of students.
 - d. Score the assessment including arranging the students into groups based on the stages scored on the assessment.
 - e. Reflect on the assessment. Write 1-2 pages. This should include the following:
 - *Why do you think teachers frequently use this assessment?
 - *Discuss the administration: how did it work to administer to a whole class of students? Did students struggle with the words – did you see visible evidence of struggle?
 - * What were the results? What does the scoring tell you? Do you think the results are accurate from what you know about your students?
 - *What does this information mean = How would it change your teaching?
 - *What could you tell the parents about this information?

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

Please be sure to scan and submit a COPY of the testing protocol.

F) Administer the QRI- Sakai - 100 points (rubric page 12) due November 29

- a. Administer Leslie and Caldwell's QRI – 6 to **one** student.
- 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. (Cover sheet will be provided in class – how to complete it will be modeled.)
- 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. Samples will be shared in class. The instructor will also model and share videos of administration of the QRI.

Please be sure to scan and submit
a COPY of the testing protocol.

G.) FINAL EXAM - Sakai: 100 points (Rubric on pages 13-16.) due December 13

Assessment Scenarios – For your final exam, you will be asked to consider three different assessment scenarios and sketch out an action plan for each.

CIEP 328 TENTATIVE SCHEDULE

Date	Topic	Reading Due	Assignment Due
Aug 30	Syllabus Outcomes for the course		
Sept. 6	Reading Assessment K-12	Chapter 1 McKenna & Stahl	Standards Jigsaw due at 4:15
Sept. 13	Self-Awareness Surveys & Inventories	Chapters 9 & 10 McKenna & Stahl	
Sept. 20	General Concepts of Assessment	Chapter 2 McKenna & Stahl Article: "Making the Most of Assessments to Inform Instruction"	Survey/inventory due <i>-bring your draft to class; due to Sakai at midnight</i>
Sept. 27	Words Their Way and word assessments	*chapters 1-3 of WTW *Chapter 5 McKenna & Stahl	
Oct. 4	Fluency	Chapter 6 McKenna & Stahl Article: "How Well Does Our Assessment Inform Our Instruction?"	Word Assessment due – <i>bring draft to class; due to Sakai at midnight</i>
Oct. 11	Fall Break – no class meeting		
Oct. 18	Informal Reading Inventories - - Qualitative Reading Inventory (QRI)	*QRI-6 up to page 84 *Chapter 3 McKenna & Stahl	
Oct. 25	No in-class meeting: will meet online	Use the Pearson access code to view the videos of QRI administration (VC 1, VC2, VC3, VC 4A, VC 4B) Choose ONE audio recording and listen while doing a practice scoring. BE PREPARED to discuss online.	
Nov. 1	Classroom Assessments Using Data to Plan Instruction and Intervention Mid-Quarter Reflection – complete in class	Articles: "Reading Assessment: Looking Ahead" "Formative Assessment in the Digital Age"	One-minute fluency snapshot due <i>bring draft to class; due to Sakai at midnight</i> "Critical Friend" meeting about QRI – questions and progress
Nov. 8	Comprehension Gates-MacGinitie Reading Test	chapter 8 McKenna & Stahl	
Nov. 15	Emergent Literacy Assessments Vocabulary	Chapters 4 and 7 McKenna & Stahl pp. 279-304 McKenna & Stahl	
Nov. 22	No in-class meeting Online meeting	Assignment will be given in class on November 15	
Nov. 29	Collaborating and Supporting Teachers RtI and MTSS	Articles: --"Flagged for Success" by Robyn Jackson --"Designing a System of Interventions" --"Evaluating Classroom-Level Academic Interventions" --"Engaging the Student as Active RtI Partner"	QRI paper and parent memo due <i>bring draft to class; due to Sakai at midnight</i>
Dec. 6	Final Class Meeting		Final Exam given to take home
Dec. 13	No Class Final Exam Due		Final exam due

Assignment A: Participation

OFFICIAL: Dispositions Rubric, Teaching and Learning (1/8/14)

by Loyola University Administration

Assessment

Dispositions Rubric, Teaching and Learning

	Target (0.000 pt)	Acceptable (0.000 pt)	Unacceptable (0.000 pt)
Professionalism IL-LUC-DISP.1	Demonstrates all behaviors at acceptable level and all of the following: Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.	Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
Fairness IL-LUC-DISP.2	Demonstrates all behaviors at acceptable level and all of the following: Advocates/intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers.	Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners' needs.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
All Students Can Learn IL-LUC-DISP.3	Demonstrates all behaviors at acceptable level and all of the following: Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.	Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

Standards

- IL-LUC-DISP.1** Professionalism
- IL-LUC-DISP.2** Fairness
- IL-LUC-DISP.3** All Students Can Learn

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Loyola University Chicago School of Education Syllabus Requirements

Conceptual Framework and Conceptual Framework Standards

The School of Education's (SOE's) Conceptual Framework (CF)—***Social Action through Education***—is exemplified in this course through our study of reading assessments to determine all students' strengths and challenges in reading, a focus on eliminating assessment bias, and providing all students the instruction they need based on their achievement on reading assessments.

The SOE's Conceptual Framework also includes a dedication to respecting diversity of all kinds. This course will pay particular close attention to diversity of students taking reading assessments, their reading needs, and eliminating assessment bias wherever possible. **Diversity** and social justice are integral parts of the mission of the School of Education.

Dispositions

Professionalism, Fairness, and the Belief that All Students Can Learn

Assignment A: Participation will directly assess these three dispositions, but be sure that your writing, in-class participation, online participation must always reflect these three dispositions. See page 7 for the rubric.

IDEA Objectives for this course:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
10. Developing ethical reasoning and/or ethical decision making
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**Loyola University Chicago
School of Education
Syllabus Addendum**

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText and on page 7 of this syllabus. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***