



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

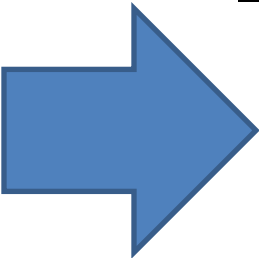
Tuesdays August 29 – December 12

INSTRUCTOR: Michelle Lia, EdD mlia@luc.edu

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

OFFICE HOURS: before or after class or by
appointment

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

- 
- Administer a variety of literacy assessments.
 - Analyze assessment data for use in a classroom and in a school.
 - Determine which assessments work best for which students.
 - Use assessment data to plan instruction and intervention.
 - Understand how instruction and interventions can be evaluated using progress monitoring.
 - Understand how effective collaboration is when using assessment data.
 - Learn more about how a teacher of reading uses Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS)

THREE REQUIRED TEXTS:

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

Opitz, M. F., Ford, M. P., & Ereksen, J. A. (2011). *Accessible assessment: How 9 sensible techniques can power data-driven reading instruction*. Portsmouth, NH: Heinemann.

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

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

Texts that will be demonstrated and shared in class:

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.

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

thoughtful learning for all, we are acting on the social needs of students: **Social Action through 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.

DATE, Tuesdays	CLASS MEETING TIME
August 29	4:15-6:45
September 5	4:15-6:45
September 12	4:15-6:45
September 19	4:15-6:45
September 26	4:15-6:45
October 3	4:15-6:45
October 10	No class – Fall Break
October 17	4:15-6:45
October 24	No in-class meeting – online assignment
October 31	4:15-6:45
November 7	No in-class meeting – online assignment
November 14	4:15-6:45
November 21	4:15-6:45
November 28	4:15-6:45
December 5	No class meeting: final exam
December 12	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

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 or Google Docs (you can create in Pages, but please save as Microsoft Word before submitting). Please do not submit PDFs unless it is an assessment protocol like the Classroom Composite or Classroom Organization Chart.
- ✓ All assignments completed outside of class must be submitted to Sakai unless otherwise noted.
- ✓ Electronic submissions only, please.
- ✓ Use APA 6th edition for all references and writing. (Go to <https://owl.english.purdue.edu/owl/> for more information.)

Assignment	Due Date at midnight	Points Possible
A. Participation and Dispositions	each week	140
B. Administer a Reading Inventory or Survey	September 19	50
C. Administer a Word Assessment	October 3	50
D. Administer a phonics, letter sound, PA, or sight word assessment	October 31	50
E. Analyze One-Minute Fluency Snapshot	November 14	50
F. Administer a comprehension assessment	November 21	50
G. Final Exam – take-home exam	December 12	100
TOTAL POINTS POSSIBLE: 490		

Assignments – Brief Description and Due Dates

Choices for #B-F can be found in the Google folder and in *Accessible Assessment*.

A.) PARTICIPATION

Will be assessed through LiveText

Rubric on pages 6-7

Participation will be assessed each class. Participation means the following with these dispositions in mind: **professionalism, inquiry, and social justice**:

- 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
- Thoughtfully participating in online forums for online classes

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

B.) Administer a Reading Interest Inventory

Sakai

50 points

Due on September 19 at midnight

Rubric on pages 8- 9

Choose a reading inventory, interest inventory or survey, or create one yourself.

1. Administer it to a class or small group of students.
2. Reflect on the administration.
3. Calculate the results.
4. Analyze the results.
5. Reflect on the results.

SUBMIT ONE THING: A two-page paper

(Use the Template for Assessment and the rubric on page as a guide for this two-page paper.)

- ✓ **You will share this information in class as part of a large discussion.**

C) Administer a Word Assessment

Sakai

50 points

Due on October 3 at midnight

Rubric pages 10- 11

Administer the *Words Their Way* spelling inventory appropriate to your class' grade level.

- a. **Administer** the spelling inventory to a class of students.
- b. **Score** the assessment: Correct it like a spelling test.
- c. Write the number correct over the total number possible (e.g., +21/25).
- d. Complete the Classroom Composite.
- e. Complete the Classroom Organization Chart.
- f. **Reflect** on the assessment. Write 2 pages.

SUBMIT THREE THINGS: A two-page paper, Classroom Composite, and Classroom Organization Chart ***(Use the Template for Assessment and the rubric on page as a guide for this two-page paper.)***

D) Administer a phonics, letter sound, sight word, or phonemic awareness assessment

Sakai

50 points

Due October 31 at midnight

Rubric on pages 12-13 of this syllabus

Administer any **phonics, letter sound, sight word, or phonemic awareness** assessment in the

Google folder or that your current school uses.

- a) **Administer** the assessment to one student.
- b) **Reflect on the administration of the assessment.**
- c) **Score** the assessment
- d) Analyze the results.
- e) **Reflect** on the results as well as the usefulness and accuracy of this assessment.

SUBMIT ONE THING: A completed TEMPLATE for Assessment

E.) Administer a Comprehension Assessment

Sakai

50 points

Due on November 14 at midnight

Rubric on pages 14-15 of this syllabus

Administer any comprehension assessment in the Google folder or one that your current school uses.

- a) **Administer** the assessment to one student.
- b) **Reflect on the administration of the assessment.**
- c) **Score** the assessment
- d) Analyze the results.
- e) **Reflect** on the results as well as the usefulness and accuracy of this assessment.

SUBMIT ONE THING: A completed TEMPLATE for Assessment

F.) Analyze a One-minute Fluency Snapshot

Sakai

25 points

Due on November 21 at midnight

Rubric on pages 16-18

Choose a one-minute fluency snapshot or running record that you administered in another TLSC course.

- a.) Complete the Template for Assessment.
- b.) Write a one-page letter to parents describing this assessment. Include the three tips that you included in the Template for Assessment.

SUBMIT TWO THINGS: A completed TEMPLATE for Assessment and a one-page memo/ letter to parents

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

G.) FINAL EXAM

Sakai

100 points

Due December 13

Rubric on page 20-21 of this syllabus

Assessment Sketches
sketch out an action plan for each.

CIEP 328 TENTATIVE SCHEDULE

FOR ALL ASSIGNMENTS:

-bring your draft to class; due to Sakai at midnight



SUBMIT THREE completed action plans including a reflection for each in "other"

Date	Topic	Reading Due	Assignment Due
Aug 29	Syllabus Outcomes for the course	Article: "Supporting Affective Needs of Students" by T. Baugh	
Sept 5	Assessment Beliefs Standards for Assessment for Reading and Writing Surveys & Inventories Reading Assessment K-12 -affective, global, and local	*Literacy Leadership Brief: "Literacy Assessment: What Everyone Needs to Know" *pp. ix-xvii in Opitz, Ford, & Erikson * review pp. 3-33 in Opitz, Ford, & Erikson *Chapters 1, 9 & 10 McKenna & Stahl	

Sept 12	Teachers' Self-Awareness Universal screeners	*pp. 149; 153-174 Opitz, Ford, & Erikson *Article: "Reading Assessment: Looking Ahead" by P. Afflerbach Screeners article	
Sept 19	General Concepts of Assessment Data-Driven Instruction Words Their Way, word assessments	*Chapters 2 & 5 McKenna & Stahl *Article: "Making Most of Assessments to Inform Instruction" *Article: "Executive Functions Contribute Uniquely to Reading Competence in Minority Youth" * review pp.120-150 in Opitz, Ford, & Erikson	Survey/inventory due
Sept 26	Fluency	*Chapter 6 McKenna & Stahl *Article: "How Well Does Our Assessment Inform Our Instruction?" * review pp.91-103 in Opitz, Ford, & Erikson	
Oct 3	Vocabulary	*Chapter 7 McKenna & Stahl * review pp.107-119 in Opitz, Ford, & Erikson	Word Assessment due
Oct 10	October 10 Fall Break - no class meeting		
Oct 17	Classroom Assessments Using Data to Plan Instruction & Intervention	*Articles: "Reading Assessment: Looking Ahead" "Formative Assessment in the Digital Age"	<i>Mid-Quarter Reflection - complete in class</i>
Oct 24	No in-class meeting See Sakai and Google folder for October 24 th assignment		
Oct 31	Informal Reading Inventories	*Chapter 3 McKenna & Stahl *Article: "Decisions, Decisions: Responding to Primary Students During Guided Reading"	Phonics/letter sound/PA/Sight Word assessment due
Nov 7	No in-class meeting See Sakai and Google folder for November 7 th assignment		
Nov 14	Assessing Emergent Literacy Comprehension Review "Chall's Stages of Reading Development"	*Chapters 4 & 8 McKenna & Stahl *Article: "Early Identification of Reading Disabilities Within an RTI Framework" * review pp.74-90 in Opitz, Ford, & Erikson	Comprehension assessment due
Nov 21	RtI and MTSS	--"Making the Invisible Visible: RtI & Rdg Comp" --"Flagged for Success" by Robyn Jackson --"Designing a System of Interventions" --"Evaluating Classroom-Level Academic Interventions" --"Engaging the Student as Active RtI Partner"	Analyze a one-minute fluency snapshot
Nov 28	Reading Interventions Progress Monitoring Case Studies	*Chapter 11 McKenna & Stahl *Article: "RtI in Middle School Finding and Practical Implications of a Tier 2 Rdnng Comprehension Study" *pp. 271-304 McKenna & Stahl	
Dec 5	no in-class meeting Final Exam		
Dec 12	No in-class meeting		ALL paperwork due

Assignment A: Participation

Disposition Domains for Teaching and Learning

Candidates commit to the following dispositions:

Inquiry: Candidates discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidate demonstrates the ability to generate own knowledge by carrying out discipline-recognized, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate own knowledge by carrying out systematic approaches to gathering and using data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate own knowledge by gathering and using data with little connection to instruction or promoting learning.	Candidate does not demonstrate the ability to carry out systematic approaches to gathering data.

Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	Candidates welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates examine and challenge their own beliefs about equity and social justice. Candidates reflect the importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	In some instances, candidates affirm diversity and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates occasionally examine and challenge their own beliefs about equity and social justice. Candidates sometimes demonstrate importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates sometimes acknowledge the importance of taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	Candidates do not welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates do not examine and challenge their own beliefs about equity and social justice. Candidates do not demonstrate importance of social context as they never apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates show no commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.

Professionalism: Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
<p>Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate demonstrates personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidate promotes his/her own development and the development of others and engages in collaborative relationships that promote mutually beneficial outcomes. Candidate adheres to ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate partially demonstrates personal responsibility and agency by engaging in problem resolution and conflict management. Candidate partially seeks to develop self and others and occasionally participates in collaborative relationships that are mutually beneficial. Candidate acknowledges but may not reflect ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate does not demonstrate personal responsibility and agency in problem resolution and conflict management. Candidate does not seek to develop self and others or participate in collaborative relationships. Candidate does not engage or recognize ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>



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

Dispositions

Professionalism, Inquiry, and Social Justice

Assignment A: Participation will directly assess these three dispositions, but be sure that your writing, in-class participation, online participation, and interaction at schools with all stakeholders must always reflect these three dispositions. See page 6 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, Inquiry, and Social Justice***. 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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***.