



# CIEP 328:

Assessment for Reading Teachers  
Loyola University Chicago

*Social Action through Education*  
Fall 2018

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## Instructor Information

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Office Hours: before or after class or by appointment

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## Course Information

Dates: August 28-Dec 5

Days: Tuesdays

Times: 4:15-6:45

On Campus: Cuneo 107

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## Course Description:

Assessment is necessary for learning and teaching. In this course, candidates will administer assessments to students, then score, analyze, and reflect on the information gleaned from these assessments.

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## 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, intervention, and enrichment.
- Understand how instruction and interventions can be evaluated using progress monitoring.
- Understand the effectiveness of collaboration when using assessment data.
- Learn more about how a teacher of reading uses Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS)

**ABSENCES:** Please email the instructor if you will be late or not attending class. One excused absence is allowed for illness, a family emergency, or the purposes of attending a mandatory clinical event/event for SOE or TLLSC. If you are absent, you cannot earn participation points for that class.

### **Essential Questions:**

How do teachers gather information about their students?  
Why do teachers assess?  
What does assessment tell us?  
How does assessment impact instruction?  
How do you administer reading assessments?

### **Conceptual Framework and Conceptual Framework Standards**

Assessment is necessary for instruction and student learning to determine the learning needs of all students. Through assessment, we differentiate and make learning meaningful for all students. By providing meaningful, thoughtful learning for all, we are acting on the social justice mission of Chicago's Jesuit University: ***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.

### **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., & Erekson, 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: Articles and other readings are posted on Sakai.  
Additional readings may 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.

## CLASS MEETINGS

DATE, Tuesdays	TIMES
August 28	4:15-6:45
September 4	4:15-6:45
September 11	4:15-6:45
September 18	4:15-6:45
September 25	4:15-6:45
October 2	4:15-6:45
October 9	No class – Fall Break
October 16	4:15-6:45
October 23	No in-class meeting – asynchronous assignment
October 30	4:15-6:45
November 6	4:15-6:45
November 13	4:15-6:45
November 20	4:15-6:45
November 27	4:15-6:45
December 4	4:15-6:45
December 11	No in-class meeting: final reflection due

## 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 or Google Docs (you can create in Pages, but please save as Microsoft Word before submitting).
- ✓ All assignments completed outside of class must be submitted to Sakai unless otherwise noted.
- ✓ Electronic submissions only, please.
- ✓ Use APA 6<sup>th</sup> edition for all references and writing. (Go to <https://owl.english.purdue.edu/owl/> for more information.)

Assignment	FINAL Due Date (at midnight)	Points Possible
A. Participation and Dispositions	each week	120
B. Administer a Reading Inventory or Survey	October 2	50
C. Administer a Word Assessment	October 16	50
D. Analyze One-Minute Fluency Snapshot	October 30	50
E. Administer a phonics, letter sound, PA, or sight word assessment	November 6	50
F. Administer a comprehension assessment	November 20	50
G. Administer the QRI	December 4	75
H. Final Reflection	Between Nov 27 and Dec 4	50
<b>TOTAL POINTS POSSIBLE:495</b>		

## **Assignments – Brief Descriptions and Due Dates**

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

### **A.) PARTICIPATION and DISPOSITIONS**

*Will be assessed through LiveText*

*Rubric on pages 7-8*

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
- using laptop/tablet/phone as a tool for learning
- 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 no later than October 2*

*Rubric on page 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.

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

**SUBMIT TWO THINGS: A Plus Delta Rx and your tallies/results**

### **C) Administer a Word Assessment**

*Sakai*

*50 points*

*Due no later than October 16*

*Rubric page 10*

Administer the *Words Their Way* spelling inventory that is 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.

**SUBMIT THREE THINGS: A one-page reflection, pdf/jpg of Classroom Composite, and pdf/jpg of Classroom Organization Chart** *(Use the Template for One-Page Reflection on page 16 as a guide.)*

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

*Sakai*

*50 points*

*Due no later than November 6*

*Rubric on page 11*

Administer any **phonics, letter sound, sight word, or phonemic awareness** assessment in Sakai, the Google folder or an assessment 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 one-page reflection and the pdf of the assessment protocol**  
*(You may choose to use the Template for One-Page Reflection Assessment on page 16)*

### **E.) Analyze a One-minute Fluency Snapshot**

*Sakai*

*50 points*

*Due no later than October 30*

*Rubric on page 12*

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

- a.) Complete a one-page reflection.  
✓ **You will share this information in a class discussion.**

**SUBMIT TWO THINGS: a one-page reflection (p. 16) and a jpg or pdf of the fluency assessment with your marks on it.**

### **F.) Administer a Comprehension Assessment**

*Sakai*

*50 points*

*Due on November 20*

*Rubric on page 13*

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

- 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 one-page reflection**  
*(You may choose to use the Template for One-Page Reflection Assessment on page 16)*

### **G.) Administer the QRI**

*Sakai*

*75 points*

*Rubric on page 14*

Choose a student who you have administered an assessment to. What more information do you want to know about this student?

**SUBMIT ONE THING: One-page reflection**  
*(You may choose to use the Template for One-Page Reflection Assessment on page 16. BE SURE to meet the requirements of the rubric)*

### **FINAL Reflection**

*Sakai*

*50 points*

*Due any time between November 27 and December 4 at midnight*

*Rubric on pages 15*

Complete a SUMI protocol, reflecting on what you have learned in this class.

## CIEP 328 TENTATIVE SCHEDULE

**FOR ALL ASSIGNMENTS:**

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



Date	Topic	Reading Due	Assignment Due
Aug 28	Outcomes for the course Pre-assessment: what do we already know about reading assessments? Surveys & Inventories		
Sept 4	Assessment Beliefs Standards for Assessment for Reading and Writing Reading Assessment K-12 -affective, global, and local	ARTICLE: Literacy Leadership Brief: "Literacy Assessment: What Everyone Needs to Know" pp. ix-xvii in Opitz, Ford, & Erekson Chapter 1 McKenna & Stahl	
Sept 11	Teachers' Self-Awareness Universal screeners	pp. 149; 153-174 Opitz, Ford, & Erekson pp. 24-25 McKenna & Stahl chapter 10 McKenna & Stahl	
Sept 18	General Concepts of Assessment Words Their Way; word assessments	Chapters 2 & 5 McKenna & Stahl <b>review</b> pp.120-150 in Opitz, Ford, & Erekson	
Sept 25	Fluency	*Chapter 6 McKenna & Stahl <b>*review</b> pp.91-103 in Opitz, Ford, & Erekson	
Oct 2	Vocabulary	*Chapter 7 McKenna & Stahl <b>*review</b> pp.107-119 in Opitz, Ford, & Erekson	Survey/inventory due
Oct 9	<b>October 9 Fall Break</b>		
Oct 16	Informal Reading Inventories <i>Mid-Quarter Reflection – complete in class</i>	Read chapter 3 McKenna & Stahl	Word Assessment due
Oct 23	<b>No in class meeting:</b> Administer the Qualitative Reading Inventory		
Oct 30	Data-Driven Instruction Applying assessment information to instruction	ARTICLE: "Decisions, Decisions: Responding to Primary Students During Guided Reading" Chapter 9 McKenna & Stahl	Analysis of a one-minute fluency snapshot DUE
Nov 6	Assessing English Learners Creating rubrics and grading checklists How to choose/create a good classroom assessment	<b>Choose two</b> articles from the "ELs" folder in Sakai	Phonics/letter sound/PA/Sight Word assessment due
Nov 13	Assessing Emergent Literacy Comprehension	*Chapters 4 & 8 McKenna & Stahl <b>*review</b> pp.74-90 in Opitz, Ford, & Erekson	
Nov 20	RtI and MTSS Using Data to Plan Interventions	<b>Choose two</b> RtI/MTSS articles from the "RtI/MTSS" folder in Sakai	Comprehension assessment due
Nov 27	Reading Interventions Progress Monitoring Case Studies	*Chapter 11 McKenna & Stahl <b>*pp. 271-304 McKenna &amp; Stahl</b>	
Dec 4	Final reflection discussions		
Dec 11	No in class meeting		<b>due: QRI and Final Reflection</b>

## Rubrics for 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	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	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	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

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.	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.	importance of taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.
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**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
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.	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.	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.	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.





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

**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. 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.

In this course, 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 pages 7-8 for the rubric.

**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.

**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

**LiveText**

All students 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](#). THIS

COURSE DOES NOT HAVE A BENCHMARK ASSESSMENT, but your disposition rubrics will be completed on LiveText.

### **Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://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***.

### **TLLSC Syllabus Statements**

#### **Academic Tutoring**

Loyola provides several services to all students related to academic tutoring including : TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.

<https://www.luc.edu/tutoring/>

#### **Clinical Experiences and Course Contact Hours**

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here: [https://www.luc.edu/academics/catalog/undergrad/reg\\_gradinsystem.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml)

#### **Coordinated Assistance and Resource Education (CARE)**

If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral.

<https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>

#### **Dress Code for Clinical Sites**

As a Loyola teacher candidate, you are a representative of Loyola University Chicago and the School of Education when you take part in field-based experiences. When taking part in TLLSC modules in schools, cultural institutions, and community organizations, you are expected to wear professional attire appropriate to the context.

#### **English as a Second Language (ESL) Endorsement**

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module builds candidates' expertise for teaching ELs with regard to assessment.