

CIEP 328:

**Assessment for Reading Teachers  
Loyola University Chicago**



***Social Action through Education***

**TIME & LOCATION:**

Tuesdays 4:15-6:45  
Cuneo Hall Rm 116

**DATES:**

**Tuesdays** August 27 – December 3

**INSTRUCTOR:** Ashley Ramirez, MEd

**CONTACT INFO:** [aprangle@luc.edu](mailto:aprangle@luc.edu)

847-226-5924 (cell)

**OFFICE HOURS:** before or after class or by  
appointment

**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.

**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.

**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: Additional readings may be 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.

**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 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.

**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 8-9 for the rubric.

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**SCHOOL OF EDUCATION GRADING SCALE**

<b>Percent Range</b>	<b>Letter Grade</b>
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 – Brief Description and Due Dates

Assignment	Due Date at midnight	Points Possible
A. Participation and Dispositions	each week	140
B. Administer an Affective Factors Assessments	October 3	50
C. Administer an Emergent Reader Assessment	October 17	50
D. Administer a Developmental Spelling Assessment	October 31	50
E. Administer a Sight Word Assessment	November 21	50
F. Administer a Running Record with Fluency Assessment	November 14	100
G. Case Study and Presentation	December 3	125
<b>TOTAL POINTS POSSIBLE: 565</b>		

### ASSIGNMENTS

- ✓ All assignments are due at 11:55 pm the night of the due date unless otherwise noted.
- ✓ All written assignments completed outside of class must be submitted in Microsoft Word. 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 6<sup>th</sup> edition for all references and writing. (Go to <https://owl.english.purdue.edu/owl/> for more information.)

### A.) Participation

*Will be assessed through LiveText*

*140 points*

*Rubric on pages 8-9*

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 inappropriately
- 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 Affective Factor Assessment

*Sakai*

*50 points*

*Due: October 1*

Choose a reading inventory, interest inventory or survey, or another affective factor assessment discussed in class.

- a) **Administer** the assessment to a class or small group of students.
- b) **Reflect on the administration of the assessment.**
- c) **Calculate** the results.
- d) Analyze the results.
- e) **Reflect** on the results as well as the usefulness and accuracy of this assessment.

#### **SUBMIT ONE THING: A 2-3 page reflection**

*(Use the Assessment Reflection Template and the rubric as a guide for this reflection paper.)*

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

### **C) Administer an Emergent Reader Assessment**

*Sakai*

*50 points*

*Due: October 15*

Administer a **phonics, letter sound, book handling, or phonemic awareness** assessment that was taught in class or your current school uses.

- a) **Administer** the assessment to one emergent student (generally K-1).
- 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 TWO THINGS: A 2-3 page reflection and a scanned copy of the assessment**  
*(Use the Assessment Reflection Template and the rubric as a guide for this reflection paper.)*

### **D) Administer a Developmental Spelling Assessment**

*Sakai*

*50 points*

*Due: October 22*

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.

**SUBMIT THREE THINGS: A 2-3 page paper, Classroom Composite, and Classroom Organization Chart**  
*(Use the Assessment Reflection Template and the rubric as a guide for this reflection paper.)*

### **E.) Administer a Sight Word Assessment**

*Sakai*

*50 points*

*Due: November 5*

Administer any sight word assessment taught in class 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 TWO THINGS: A 2-3 page reflection and a scanned copy of the assessment**  
*(Use the Assessment Reflection Template and the rubric as a guide for this reflection paper.)*

### **F.) Administer a Running Record (including fluency and comprehension components)**

*Sakai*

*100 points*

*Due on November 19*

Find the independent, instructional, and frustrational reading levels for one student. Use Fountas and Pinnell, QRI, or another reading benchmark kit used by your school.

- a.) Administer the readings.

- b.) Score and analyze the accuracy, fluency, and comprehension components.
- c.) Repeat until you have found the student's independent and instructional reading levels.
- d.) Analyze the results.
- e.) **Reflect** on the results as well as the usefulness and accuracy of this assessment.

**SUBMIT TWO THINGS: A 2-3 page reflection and a scanned copy of the assessment**  
*(Use the Assessment Reflection Template and the rubric as a guide for this reflection paper.)*

## **G.) Case Student Report and Presentation**

*Sakai*

*125 points*

*Due on December 3*

A case study will be conducted with an individual student for this course. Written Reports of Case Studies will follow the models in Appendix of the *Assessment for Reading Instruction* text (McKenna & Stahl). This will be due at the conclusion of the semester and will include the following elements:

- a) background information
- b) description of tests administered
- c) data from tests administered
- d) observations during testing
- e) summary of results
- f) recommendations

Tests utilized will be determined by consultation with and approval from the parents, classroom teacher and course instructor. Assessments will be done throughout the course of the semester and turned in as a part of other assignments (B-F above). Data will be shared from the case study in an 10 minute oral presentation.

### **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 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**

**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.**

Textbook Abbreviations for Reading Assignments:  
*Assessment for Reading Instruction* – ARI  
*Accessible Assessment* – AA

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
1	August 27	- Course Introduction and Syllabus - Introduction to Reading Assessment - Assessment Beliefs	Textbook Overviews	
2	September 3	- General Concepts of Assessment - Class Screenings	ARI – Chapter 1 & 2	
3	September 10	- Affective Factors - <i>How Readers Feel</i> (Reading Interest, Perception and Attitude)	ARI – Chapter 10 AA – pages 1-34	
4	September 17	- Assessment of Emergent Readers - Knowledge of Print - Phonics	ARI – Chapter 4	
5	September 24	- Developmental Spelling - Written Miscue Analysis	ARI – Chapter 5 AA – pages 120-150	
6	October 1	- Vocabulary - Prior Knowledge - ELL Reading Assessments	ARI – Chapter 7 AA – pages 105-119	<i>Affective Factor Assessment Due</i>
	October 8	NO CLASS – Mid Semester Break		
7	October 15	- Fluency - Oral Reading Analysis - Curriculum Based Measurement for Reading (R-CBMs)	ARI – Chapter 6 AA – pages 91-104	<i>Emergent Reader Assessment Due</i>
8	October 22	- Assessing Reading Comprehension - Review of Readability	ARI – Chapter 8 AA – pages 35-73	<i>Developmental Spelling Assessment Due</i>
9	October 29	- Assessing Reading Comprehension - Strategic Knowledge	ARI – Chapter 9 AA – pages 74-90	

10	November 5	- Informal Reading Inventories - Running Records	ARI – Chapter 3	<i>Sight Word Assessment Due</i>
11	November 12	- Interpreting Data from Reading Inventories - Qualitative Reading Inventory (QRI) - Assessment Beliefs	AA – pages 151-174	
12	November 19	- Communicating Assessment Information - Preparing a Clinical Report	ARI – Chapter 11 and Case Studies (pages 279-304)	<i>Running Record and Fluency Assessment Due</i>
13	November 26	- Prep for Case Study Presentations (no in class meeting) - <i>Case study check-in email due for participation points</i>		
14	December 3	- Case Study Report Presentations		<i>Case Study Report Due</i>

## 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	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	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	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

multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	marginalized in schools and society.	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 Addendum



### Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

### 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/](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**.