

CIEP 424:

Assessment, Evaluation, and Diagnosis in Reading

Loyola University Chicago



Professionalism in Service of Social Justice

TIME & LOCATION

Tuesdays 4:15-6:45
Science Lab @ Frances Xavier Warde School's Old St.
Patrick's Campus, 120 S. Des Plaines St, Chicago

DATES

Tuesdays January 19-April 26
PLUS **Wednesday**, March 16, 5:30 pm @WTC
(no class March 22 or March 29)
(take-home final exam due May 3, 2016)

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:**Upon completion of this course, candidates will...**

- Administer a variety of literacy assessments.
- Use assessment data to plan instruction and intervention.
- Use assessment data to provide guidance to a teacher to provide 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.
- 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. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction, 6th ed.* New York: Pearson.

Leslie, L. & Schudt Caldwell, J. (2010). *Qualitative reading inventory, 5th 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>

***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.

CLASS DATES

DATE, Tuesdays	CLASS MEETING TIME
Jan 19	4:15-6:45
Jan 26	4:15-6:45
Feb 2	4:15-6:45
Feb 9	4:15-6:45
Feb 16	4:15-6:45
Feb 23	4:15-6:45
March 1	4:15-6:45
March 8	4:15-6:45
March 15	4:15-6:45
WEDNESDAY, March 16	5:30 Wozniak lecture @WTC
March 22	No class
March 29	No class
April 5	4:15-6:45
April 12	4:15-6:45
April 19	4:15-6:45
April 26	4:15-6:45
May 3	No class - final exam due - all paperwork due by midnight

SCHOOL OF EDUCATION GRADING SCALE TOTAL POINTS: 460

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

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

ASSIGNMENTS

- ✓ All assignments are due at 11:55 pm of the night of the due date unless otherwise noted.
- ✓ All assignments completed outside of class must be completed using 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 or LUC Box unless otherwise noted. Electronic submissions only, please.
- ✓ Use APA 6th edition for all references and writing.

Assignments – Description and Due Dates

Assignment	Due Date	Points Possible
Participation (SEE PAGE 2) and Dispositions	each week	140
(1) Class Screening (LiveText)	February 16 (paper due March 1)	50
(2) Assessment Artifact (Sakai)	March 15	50
(3) Standards Jigsaw (LUC Box)	January 26	25
(4) Jigsaw Literature Review of Research (LUC Box)	April 5	25
(5) Final Report for Tutoring (Sakai)	April 26	70
(6) Final Exam – take-home exam (Sakai)	May 3	100
TOTAL POINTS POSSIBLE: 460		

#1.) **LiveText Class Screening** (50 points)

1. **Administer two assessments** to a whole class of students. (If you are a classroom teacher, assess the students in your class. If you are a high school teacher, choose one class period. If you are NOT a classroom teacher, then you will need to administer these assessments to another teacher's class.)
 - a. The two assessments should assess two different things. So for example, **don't** administer a Words Their Way spelling inventory and the Word Journeys spelling inventory.
2. **Analyze other school data** that is administered individually – standardized tests, AIMSweb, etc.
3. Once the assessments are administered, **create a chart with your data** with one column each (1) to show what assessments were administered and the date administered, (2) what the general results were (e.g., the number of students in each spelling stage on the Words Their Way spelling inventory), (3) how your instruction or intervention groups are formed, (4) any other pertinent information (e.g., “assessment was administered to three students who were absent on the following day.”), (5) your bulleted lesson plans- see below.
4. **Create a brief, bulleted list of lesson plans for the week** that you will use based on data to teach. (This can be included in the chart you create.)
5. **Write a one-page summary** of the teaching plans and how they are aligned with the data you collected as well as the data from other school sources. You will summarize the chart you create. Use details and be specific. Assume a “layperson” will read this in addition to other reading professionals.

YOU WILL SUBMIT one document via LiveText: a chart plus a one-page summary.

Complete assessment by February 16; submit to LiveText by March 1.

Use the [rubric on pages 9-11](#) of this syllabus for more information.

#2) **Choose an assessment artifact – Sakai** (50 points)

1. **Choose an artifact** – a testing protocol, a student work sample, a video – a piece of evidence of an assessment. In writing, share and discuss your artifact.
2. Be sure to **consider your audience** for this discussion: you are addressing fellow reading professionals, so use the appropriate vocabulary and formatting.
3. **Write...**
 - a. **Compare and contrast** this assessment with other assessments: why do you choose it?
 - b. What were your other choices? (Why didn't you choose other assessments?)
 - c. **How** did you administer it?
 - d. **How** did you analyze and interpret it?

- e. Would you recommend other reading professionals or other educators to use this assessment? (Can a classroom teacher who has not been trained administer this assessment?)
- f. **How would you train a classroom teacher to use this assessment?**
- g. How would you share the results of this assessment with the classroom teacher? Parents/guardians? Administrators? Other special service providers?

4. Cite at least two highly valid, well-correlated research-based studies.

NOTE that this will be included in your final portfolio.

Due to Sakai on March 15.

Use the rubric on pages 7-8.

#3) Jigsaw the Standards - LUC Box (25 points)

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

On luc.box.edu, you will fill in the Word form for your standard:

1. **Summarize** it.
2. What does this mean for you as a reading professional?
3. Additional context needed to achieve this standard.

You will **share this 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 to luc.box.com by January 26 at 4:00 pm; **SHARE IN CLASS on January 26.**

See rubric on page

#4) Jigsaw Literature Review of Research – LUC Box

1. Choose a peer-reviewed research or other article.
2. Cite it using APA.
3. Summarize it in one paragraph.
4. Add it to the single LUC Box document.
5. Share it in class along with your reflections and conclusions – 5 minutes.

Due to LUC Box on April 5 at 4:15.

(25 points)

See rubric on page

#5 Tutoring Report - Sakai. (70 points)

Write a report to summarize your tutoring experience with a small group or individual student. This report should include...

Background Information on student or class of students (one paragraph)

Assessment Data (in a chart or table)

Conclusions

Recommendations

Complete this report on one student in your small group.

You will share a 5-minute Quick Share in class.

Several examples will be shared in class. See **Sakai** for examples.

Due to **Sakai** on April 26 at midnight.

Rubric on page

#6 FINAL EXAM - Sakai: (100 points)

Assessment Scenarios – For your final exam, you will be asked to consider three different assessment scenarios and sketch out an action plan for each. Please see the description, action plan template, and rubrics on pages

Due to **Sakai** at midnight on May 3

Description on pages 15-16. Rubric on pages 20-22; Resources on pages 17-19

CIEP 424 TENTATIVE SCHEDULE

Date	Topic	Reading Due	Assignment Due
Jan 19	Syllabus, course work A day in the life K-5 – mostly small groups		
Jan 26	Reading Assessment K-12 Diagnostic reading report	Chapters 1 and 11 McKenna & Stahl	Standards Jigsaw due at 4:15
Feb 2	Qualitative Reading Inventory (QRI) Sample of report after assessment	*QRI up to page 99 *Chapter 3 McKenna & Stahl	
Feb 9	Surveys & Inventories	Chapters 9 & 10 McKenna & Stahl	
Feb 16	General Concepts of Assessment	Chapter 2 McKenna & Stahl Article: Making the Most of “Assessments to Inform Instruction”	Complete Screener by today “Critical Friend”
Feb 23	Guest Speaker Rebecca Banc, Reading Specialist February 24 is World Read Aloud Day!	Articles: “Leader, Teacher, Diagnostician, Colleague, Change Agent...” “Experience is the Best Sculptor”	
Mar 1	WTW Mid-Quarter Reflection	*chapters 1-3 of WTW *Chapter 5 McKenna & Stahl	Screener Assessment paper due
Mar 8	Fluency (Assessment, Analysis, Next Steps)	Chapter 6 McKenna & Stahl “How Well Does Our Assessment Inform Our Instruction”	
Mar 15	Comprehension Gates-MacGinitie Reading Test	chapter 8 McKenna & Stahl	“Critical Friend” Portfolio Artifact and Paper due
MARCH 16 (10) Wozniak Lecture on WTC @5:30-6:30 Laura Heidbrink, PhD “Crossing Borders: Lessons from Unaccompanied Migrant Youth”			
Mar 22	No class		
Mar 29	No class		
April 5	(11) Emergent Literacy Assessments Vocabulary Peabody Picture Vocabulary Test-4 Analyze case studies	Chapters 4 and 7 McKenna & Stahl p. 279-304 McKenna & Stahl	Jigsaw Literature Review due at 4:15
April 12	(12) 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”	
April 19	(13) Guest speaker Tiffany Voight, School Psychologist (5:15-6:45) Course Evaluation		
April 26	(14) Last class Revisit graffiti/gallery walk Final Reflection Begin Final Exam		Tutoring Report Due: 5-minutes quick share
May 3	No Class		
		Final exam due; All paperwork due	

Assessment #1: Participation

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

1/8/15, 1:25 PM

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

 Created with LiveText - livetext.com

Loyola University Chicago School of Education Conceptual Framework

Professionalism in Service of Social Justice presents the foundation upon which this course has been developed. The Conceptual Framework Standards we will work on in this course are...

CF1: Candidates demonstrate an understanding of a current body of literature and critically evaluate new practices and research in the field.

CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

CF8: Candidates apply ethical principles in professional decision-making.

COURSE STANDARDS:

Standards for the Assessment of Reading and Writing (Jointly Prepared by the International Reading Association/International Literacy Association and the National Council of Teachers of English)

1. The interests of the student are paramount to assessment.
2. The teachers is the most important agent of assessment.
3. The primary purpose of assessment is to improve teaching and learning.
4. Assessment must reflect and allow for critical inquiry into curriculum and instruction.
5. Assessment must recognize and reflect the intellectually and socially complex nature of reading and writing, and the important roles of school, home, and society in literacy development.
6. Assessment must be fair and equitable.
7. The consequences of an assessment procedure are the first and most important consideration in establishing the validity of the assessment.
8. The assessment process should involve multiple perspectives and sources of data.
9. Assessment must be based in the local school learning community, including active and essential participation of families and community members.
10. All stakeholders in the educational community – students, families, teachers, administrators, policymakers, and the public – must have an equal voice in the development, interpretation, and reporting of assessment information.
11. Families must be involved as active, essential participants in the assessment process.

NATIONAL STANDARDS AND BENCHMARKS OF EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

IDEA Objectives:

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

Loyola Required Statements

LiveText

Candidates will submit the group assessment assignment to LiveText to be assessed. Candidates' dispositions will also be assessed through LiveText but NO SUBMISSION is needed. This assessment will be based on class discussions, written work, attitude, and participation. These data will also be used by the School of Education. Be sure to have a current LiveText account. <http://luc.edu/education/admission/tuition/course-management-fee/>

Dispositions

Professionalism Fairness All Students Can Learn

These dispositions are indicators of growth for different levels in the program. Note that the rubrics for the class assignments include items about these three dispositions. At the end of the semester, I will score you on LiveText in these three categories. The scores are target, acceptable, and unacceptable. Developmental disposition data will be available every semester to programs (or as needed) so programs can handle issues as they arise. Please keep these in mind when discussing in class, in written papers and reflections, and, most importantly, when interacting with stakeholders at your school. See the rubric on page 6 or on LiveText.

Diversity

With the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of assessment, interventions, instructional leadership and collaboration, it will be our challenge to create capacity within our schools so that all educational stakeholders can fulfill the promise of education. This course supports reading professionals in service of social justice by engaging them in reflective exercises and class discussions that allow these leaders to bridge theory and practice as it relates to teaching and learning in all communities.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at http://www.luc.edu/education/academics_policies_integrity.shtml. Please find Loyola University Chicago's Academic Honesty policy at this link: <http://luc.edu/education/syllabus-addendum/>

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four

weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. Please find information about Accessibility at Loyola University Chicago's at this link: <http://luc.edu/education/syllabus-addendum/>

EthicsLine Reporting Hotline

Please find information about EthicsLine Reporting Hotline at Loyola University Chicago at this link: <http://luc.edu/education/syllabus-addendum/>

Electronic Communication Policies and Guidelines

Please find Loyola University Chicago's Electronic Communication Policies and Guidelines at this link: <http://luc.edu/education/syllabus-addendum/>