EDRD 632  LITERACY ASSESSMENTS AND INTERVentions FOR GRouPS

Advanced Studies in Teaching & Learning—Master of Education Program  
Thursdays, 4:30 – 7:10 p.m. in Robinson B, Room 222  
Spring 2004, Section 001 (3 credits)

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DESCRIPTION

This course focuses on literacy assessments and interventions for groups of learners. Study includes an exploration of assessment tools for students in classroom settings. Appropriate group interventions for students who find reading and writing difficult will be explored. Class members will be enrolled concurrently in EDRD 636, which involves a related practicum in their own classrooms or in specified field settings.

RATIONALE

As a required portion (course III) of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program, this course addresses required Virginia Department of Education and International Reading Association competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy for teachers seeking master’s degrees.

NATURE OF COURSE DELIVERY

This course uses a seminar format based on discussion of class topics and readings as well as related experiences and assignments from the classroom-based practicum. Students are expected to complete all class readings prior to each session so they are prepared to engage in active dialogue and sharing of ideas. Activities will include small group discussions, presentations, whole class sharing, and reflection.

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu.

Note: This syllabus and schedule are subject to change based on the needs of the class. If you need course adaptations or accommodations because of a disability, need, or special circumstance, please inform the instructor as soon as possible.
International Reading Association (IRA) Standards

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.

2. Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

3. Candidates use a variety of assessment tools and practices to plan effective instruction.

4. Candidates integrate knowledge and dispositions of instructional practices, curricular materials, assessment, and evaluation to create a literate environment that fosters both reading and writing.

5. Candidates view professional development as a career-long effort and responsibility.

Outcomes

- Students will administer scripted standardized tests and select and administer appropriate informal assessments. They will interpret the results of these tests. They will compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices with assessments ranging from standardized tests to informal assessments (individual and group), including technology-based assessments.

  IRA Standards: 3.1a, b, & c  Performance-Based Assessment: Case Study Portfolio

- Students will collect and use information about children’s interests and backgrounds when planning instruction. They will use technology to gather and use the information in instructional planning.

  IRA Standards: 4.1a, b, & c  Performance-Based Assessment: Class Profile

- Students will place their students along a developmental continuum and identify students’ proficiencies and difficulties. They will plan and effectively implement a variety of instructional grouping options that accommodate cultural and linguistic diversity. They will provide a critical rationale as they change configurations to best meet the needs of all their students.

  IRA Standards: 2.1a & d; 3.2a & b  Performance-Based Assessment: Writing Analysis

- Students will compare, contrast, and use assessment results to plan and revise effective instruction for all students within an assessment/instruction cycle.

  IRA Standards: 3.3a  Performance-Based Assessment: Reading Analysis

- Students will design and select instruction to be multi-level to meet the needs of all students and will use the appropriate practices, including technology-based practices, for learners at various stages of reading and writing development. They will employ critical analysis and synthesis to identify, evaluate, and modify their use of appropriate practices, including technology-based practices and materials for learners at various stages of reading and writing development.

  IRA Standards: 2.3b; 2.4a & c  Performance-Based Assessment: Reading Analysis
GENERAL REQUIREMENTS

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy assessments and interventions, it is imperative that students keep up with the readings and participate in class.

2. Class attendance is important. If, due to an emergency, students will not be in class, students should contact the instructor and leave a message.

3. The university requires that all pagers and cell phones be turned off before class begins.

4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that graduate students may occasionally have serious circumstances arise that prevent the completion of work by the assigned due date. If such a dilemma arises, please speak to the instructor in a timely fashion.

GUIDELINES FOR WRITTEN ASSIGNMENTS

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, have another person proofread your work. When in doubt, check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at http://library.gmu.edu/resources/edu/.

Expectations

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)

2. Develop points coherently, definitively, and thoroughly.

3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)

4. Use correct capitalization, punctuation, spelling, and grammar.

TECHNOLOGY-BASED TOOLS AND RESOURCES

1. All students must activate their GMU e-mail account at http://mail.gmu.edu.

2. To access university records, students can go to http://webgmu.gmu.edu. They should visit the site periodically to review and ensure accuracy of contact information, student status, and course activity. This is also the source for grades when posted.

3. For additional technology resource information and assistance, students can go to http://itusupport.gmu.edu/forms.asp.

4. To access articles on electronic reserve, go to http://oscr.gmu.edu. Click on search electronic reserve at the top of the page. Select EDRD 632 section 001 or Kidd, Julie. Enter the password, schedule.

5. Blackboard is an online resource that the literacy cohorts use throughout the literacy program. To access Blackboard-GSE students should go to http://blackboard.gmu.edu.

6. To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.
ASSIGNMENTS

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<td>March 4</td>
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<tr>
<td>Writing Analysis</td>
<td>April 1</td>
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<tr>
<td>Reading Comprehension Analysis</td>
<td>April 29</td>
<td>35</td>
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<tr>
<td>Final Case Study Portfolio, Reflection, and Presentation</td>
<td>May 13</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100</strong></td>
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**Grading Scale**

A 93 – 100
A- 90 – 92
B+ 88 – 89
B 80 – 87
C 75 – 79

The following performance-based assessments are designed to provide evidence that program candidates meet the following IRA standards: 2.1a & d; 2.3b; 2.4a & c; 3.1a, b, & c; 3.2a & b; 3.3a; and 4.1a, b, & c. Successful completion of these performance-based assessments and a grade of B or better are required to continue in the literacy program.

CASE STUDY PORTFOLIO

In a binder format, students will develop a comprehensive case study portfolio of a group of focus students identified for the literacy practicum associated with EDRD 636. The documents compiled will be based upon the literacy assessments and instruction implemented with the focus students throughout the semester. In addition, students will post documents for each component of the portfolio on True Outcomes. If True Outcomes is not operational, students will submit a disk of all documents.

The case study portfolio will include the following components:

- Class Profile
- Writing Analysis
- Reading Comprehension Analysis
- In-Class Activities (further documentation of meeting IRA Standards 3.1a, b, and c)
- Strategies and Materials Log (from EDRD 636)
- Motivation and Instructional Strategies Teaching Videotapes Reflections and Feedback (from EDRD 636)
- Overall Reflection

The following IRA standards will be evaluated through in-class activities and across the case study portfolio:

Candidates will

3.1a Administer scripted standardized tests, select and administer appropriate individual assessments, and use technology-based assessments.

3.1b Interpret the results of standardized and informal assessments.

3.1c Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments (individual and group) and also include technology-based assessments.
CLASS PROFILE
Due March 4

Students will create a profile that provides information gathered from existing and recently collected data about the community, school, class of students, and at least three focus students. The profile will include the results of an interest/attitude assessment and discussion of how this information will be used to plan instruction.

Specifically, the profile will include the following components:

Description of the community, school, and class of students
Students will write a four- to five-page, double-spaced description of the community, school, and class of students based on information gathered from a variety of sources, including technology-based resources such as websites and databases. The description will include at least one table with information on the demographics of the school or class. It will also include a summary of standardized testing results, resources and programs available to students, and a discussion of factors that may have had an impact on the literacy-related development of the students. Following the description, students will list the sources of information for the data collected, including at least one technology-based source.

Interest/attitude assessment
Students will design and administer an interest/attitude assessment appropriate for their identified focus group. They will report the results of the assessment and will explain how this information will be used to plan instruction. They will participate in an oral, in-class reflection with peers on how and why (a) the context of the school and community affects instructional decisions, (b) past experiences of a class of learners influence instructional decisions, and (c) this assignment contributed to their professional growth and learning.

Database of three focus students
Students will gather more detailed information on at least three focus students. (Pseudonyms will be used.) They will create a database to record the information. The database will include information related to the focus students’ family background, educational history, standardized assessment results, and any other pertinent information gathered through existing records and through the interest/attitude assessment. They will explain how this information will be used in instructional planning.

The following IRA standards will be evaluated through this performance-based assessment:
Candidates will
4.1a Collect information about children’s interests and backgrounds.
4.1b Use information collected when planning instruction.
4.1c Use technology to gather and use the information in instructional planning.

Note: The background information and interest/attitude data collected should be used when planning and implementing the lesson for the motivation teaching videotape for EDRD 636.
Writing Analysis

Due April 1

Students will collect and analyze a writing sample from an entire class or group using an assignment or prompt they designed. They may use or modify an existing scoring guide or create a new scoring guide. They will report the results and analyze the data and will use this information to plan instructional grouping and instruction. After providing instruction, students will write a reflection on the lesson(s), including a critical rationale for how they changed grouping configurations to best meet the needs of the students.

Specifically, this section should include the following:

- an introduction, including a description of the assessment and a rationale for using the assessment;
- the results of the assessment presented in a clear and reader-friendly format;
- at least three student samples (writing samples and completed scoring/evaluation guides);
- an analysis of the data, including a comparison of the students across the developmental continuum and identification of the students’ proficiencies and difficulties;
- plan for instructional grouping, including how they will account for cultural and linguistic diversity;
- plan for instruction, including how they will account for cultural and linguistic diversity; and
- a reflection on the instruction and instructional grouping implemented, including how they changed the grouping configurations and modified the plan for instruction to best meet the needs of their students.

The following IRA standards will be evaluated through this performance-based assessment:

Candidates will

2.1a Plan and effectively implement a variety of instructional grouping options that accommodate cultural and linguistic diversity.

2.1d Provide a critical rationale as they change grouping configurations to best meet the needs of the students.

3.2a Compare and contrast information and assessment results to place students along a developmental continuum.

3.2b Identify students’ proficiencies and difficulties.
**READING COMPREHENSION ANALYSIS**

**Due April 29**

Students will design and administer a reading comprehension assessment. They may use or modify an existing assessment or create a new assessment. They will report and analyze the results, provide instruction based on the analysis of the data, analyze the work samples, and make recommendations for future instruction. Assessment and instruction may focus on an entire classroom or a small group of students. If focused on an entire classroom, small-group instruction should be included within the instructional cycle. Small groups should include at least four students unless prior arrangements have been made with the instructor.

Specifically, this section should include the following:

- an introduction, including a description of the assessment designed and a rationale for using the assessment;
- the results of the assessment presented in a clear and reader-friendly manner;
- an analysis and synthesis of the data, including students’ proficiencies and difficulties;
- a description of the instruction that took place as a result of the information gathered, including at least one technology-based instructional activity;
- HT charts generated during the assessment/instruction cycle for at least three students in the group;
- selected student work samples produced throughout the assessment/instruction cycle from at least three students;
- an analysis of the work samples of at least three students in the group; and
- recommendations for future instruction for the three focus students.

The following IRA standards will be evaluated through this performance-based assessment:

Candidates will

2.3b Design and select instruction to be multi-level to meet the needs of all students.

2.4a Use appropriate practices, including technology-based practices, for learners at various stages of reading and writing development.

2.4c Employ critical analysis and synthesis to identify, evaluate, and modify their use of appropriate practices, including technology-based practices and materials for learners at various stages of reading and writing development.

3.3a Compare, contrast, and use assessment results to plan and revise effective instruction for all students within an assessment/instruction cycle.

**Note:** Students may use one of the lessons within this assessment/instruction cycle for their instructional teaching videotape for EDRD 636.
OVERALL REFLECTION Due May 13
Students will write a three- to five-page reflection conveying their thoughts and insights on the ongoing cycle of assessment and instruction. They will include in the reflection how applying the assessments and interventions in a classroom or group setting contributed to their professional growth and learning.

PORTFOLIO PRESENTATION AND SUBMISSION Due May 13
Students will prepare a 15-minute oral presentation with pertinent information about their class or group. Their presentation should include information that other teachers who work with their group would need to know in order to work effectively with the students (e.g., an ESOL teacher, a special education teacher, a reading specialist, a classroom teacher, etc.). They will include insights into the students’ interests, strengths, and needs.

They will submit a final case study portfolio that presents each component of the portfolio in a complete, organized, and professional manner. The components include the following:

- Class Profile
- Writing Analysis
- Reading Comprehension Analysis
- In-Class Activities (further documentation of meeting IRA Standards 3.1a, b, and c)
- Strategies and Materials Log (from EDRD 636)
- Motivation and Instructional Strategies Teaching Videotapes Reflections and Feedback (from EDRD 636)
- Overall Reflection

REQUIRED TEXTS


REQUIRED TEXT FROM EDRD 631

REQUIRED ARTICLES
Required articles are listed in the course schedule and can be accessed through e-reserves at [http://oscr.gmu.edu](http://oscr.gmu.edu). Click on search electronic reserve at the top of the page. Select EDRD 632 section 001 or Kidd, Julie. Enter the password, schedule.
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<td>Vacca &amp; Vacca: Chapter 3</td>
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<td>7:20 EDRD 636</td>
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<td>636 Overview</td>
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<td>January 29</td>
<td>Assessment as Inquiry</td>
<td>Rasinski &amp; Padak: Chapter 13</td>
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<td>Informal Assessments</td>
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<td>Stiggens (2002)</td>
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<td>February 5</td>
<td>Interest/Attitude Assessments</td>
<td>Rasinski &amp; Padak: Chapters 1 – 3</td>
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<td>7:20 EDRD 636</td>
<td>Motivation</td>
<td>Choice of one article: Gambrell, Henk,</td>
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<td>February 12</td>
<td>Standards-Based School Reform and</td>
<td>Hoffman et al. (1999)</td>
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<td>Interpreting and Reporting Results of</td>
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<td>Dahl et al. (2003/04)</td>
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<td>Class Profile Due</td>
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<td>Assessment/Instruction Cycle</td>
<td>Harvey &amp; Goudvis: Chapters 1 – 5, 12</td>
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<td>Text Difficulty and Material Selection</td>
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<td>March 25</td>
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<td>Harvey &amp; Goudvis: Chapters 9 &amp; 10</td>
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<td>April 29</td>
<td>Word Recognition and Fluency</td>
<td>Dofflemeyer et al. (1994) or Yopp (1995)</td>
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<td>Rasinski &amp; Padak: Chapters 4 – 6</td>
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<td>Opitz &amp; Rasinski: All</td>
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