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 111
Spring 2005, Section 001 (3 credits)

INSTRUCTOR: Dr. Julie Kidd
MSN 4B3
Graduate School of Education
George Mason University
Fairfax, VA 22030

Phone Number: 703-993-8325
Fax Number: 703-993-2082
E-Mail: jkidd@gmu.edu
Website: http://blackboard.gmu.edu
Office: Robinson A 326

Office Hours: Thursdays, 2:00 – 4:00 p.m. and by appointment

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.

GSE SYLLABUS STATEMENTS OF EXPECTATIONS
The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.
International Reading Association (IRA) Standards

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. Candidates use 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 and evaluate effective reading instruction.
4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Candidates view professional development as a career-long effort and responsibility.

Course Outcomes

2.1 Candidates will use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes. They will
   - Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students.
   - Model and scaffold procedures so that students can work effectively. Provide evidence-based rationale for their selections.
   - Support classroom teachers and paraprofessionals in their use of instructional grouping options. Help teachers select appropriate options.
   - Demonstrate the options and explain the evidence-base for changing configurations to best meet the needs of all students.

2.2 Candidates will use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. They will
   - Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Make selections guided by an evidence-based rationale. Accommodate the developmental, cultural, and linguistic differences of their students.
   - Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students.
   - Demonstrate the options in their own teaching and in demonstration teaching.

2.3 Candidates will use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. They will
   - Plan for the use of a wide range of curriculum materials. Make selections guided by an evidence-based rationale. Accommodate the developmental, cultural, and linguistic differences of their students.
   - Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. Help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students.
   - Demonstrate the options in their own teaching and in demonstration teaching.

4.1 Candidates will use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program. They will
   - Collect information about children’s interests and backgrounds. Use technology to gather and use the information in instructional planning. Use information collected when planning instruction.
   - Select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
   - Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic backgrounds of students. Articulate the research that grounds their practice.
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 and to be prepared to engage in active dialogue and sharing of ideas. Activities will include small group discussions, presentations, whole class sharing, and reflection.

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.
REQUIRED TEXTS


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.

ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>Community and Class Profile</td>
<td>March 3</td>
<td>20</td>
</tr>
<tr>
<td>Writing Analysis</td>
<td>March 31</td>
<td>25</td>
</tr>
<tr>
<td>Reading Comprehension Project and Presentation</td>
<td>May 12</td>
<td>30</td>
</tr>
<tr>
<td>Assessment and Instruction Portfolio and Individual Reflection</td>
<td>May 12</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The above performance-based assessments are designed to provide evidence that program candidates meet the following IRA standards: 2.1, 2.2, 2.3, and 4.1. Successful completion of these performance-based assessments and a grade of B or better are required to continue in the literacy program.

PARTICIPATION

Because active participation and engagement is imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Readings and outside preparation for in-class activities are completed prior to class as is evidenced by the ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Active involvement in in-class learning experiences is apparent as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Critical reflective thinking is apparent through in-class written and oral activities.
COMMUNITY AND CLASS PROFILE

Using technology-based resources to gather, share, and use information, 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 administered to all students in the class or group. Students will discuss how information about their students’ interests, abilities, and backgrounds could be used by themselves or other teachers to select materials and plan instruction that accommodate students’ reading levels, interests, and cultural and linguistic backgrounds. 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 or graph with information on the demographics of the school or class. It will also include, at a minimum, 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.

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. The database will also include information on the students’ reading levels based on existing data.

Using Information to Plan Instruction

Students will write a two- to three-page, double-spaced summary of how the information gathered for the above sections of the profile will be used to plan instruction for the whole class and more specifically for the three focus students.

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

4.1 Candidates will use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program. They will

- Collect information about children’s interests and backgrounds. Use technology to gather and use the information in instructional planning. Use information collected when planning instruction.
- Select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic backgrounds of students. Articulate the research that grounds their practice.

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

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. They will use this information to write an instructional grouping plan that could be used by themselves or another teacher. Students will explain how the instructional grouping plan takes into account the diverse cultural and linguistic backgrounds of the students as well as their varied abilities. They will select one instructional group and describe how instruction might be modeled and scaffolded during a one-week period. This description will include citations to support the procedures and strategies selected.

Specifically, the writing analysis will 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 all the students across the developmental continuum and identification of their proficiencies and difficulties
- a plan for instructional grouping that includes the following:
  - a list of instructional groups across the entire class or group (pseudonyms will be used when listing students) with an explanation that will help other school personnel understand the rationale for the groupings
  - an overview of the skills and strategies that will be targeted for each group with an explanation that will help other school personnel understand the rationale for targeting the specific skills or strategies
  - a detailed description of the modeling and scaffolding that might occur for one of the groups for a one-week period that could be used as a guide for other school personnel
  - relevant citations to support grouping options and instructional decisions
  - a discussion of how developmental, cultural, and linguistic differences will be taken into account when organizing and planning for instructional groups

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

2.1 Candidates will use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes. They will

- Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students.
- Model and scaffold procedures so that students can work effectively. Provide evidence-based rationale for their selections.
- Support classroom teachers and paraprofessionals in their use of instructional grouping options. Help teachers select appropriate options.
- Demonstrate the options and explain the evidence-base for changing configurations to best meet the needs of all students.
READING COMPREHENSION PROJECT AND PRESENTATION

Students will work with a partner to create a teacher-friendly resource on a specific area in reading comprehension (e.g., making connections, questioning, inferencing, visualizing, etc.) The resource will include a research-based rationale for providing instruction on the targeted area and a database of materials. Each group member will contribute descriptions of at least three instructional strategies designed to develop reading comprehension in the identified area. At least one of the three descriptions will incorporate. Students will provide a 15- to 20-minute group presentation based on the project.

Specifically, the project will include the following:

The research-based rationale will include a description of the identified area and a summary of the research base that supports instruction in this area. The rationale can be presented in a variety of ways, including but not limited to a PowerPoint presentation, a newsletter article, a brochure, or a website. Relevant citations will be included as appropriate, and a reference list will be provided.

The database of materials available to support instruction will include at least 10 print and non-print materials (15 if there are three members in the group), including at least 2 technology-based resources. Each entry will include the following information:

1. bibliographic information (title, author, illustrator, copyright date, city of publication, and publisher or information on how to access the resource electronically)
2. an indication of the type of print or non-print material (e.g., children’s literature, informational text, electronic text, music, video, or software, etc.)
3. a description of the material
4. an explanation of how the material could support the development of the identified area in reading comprehension
5. a note about taking into account students’ developmental differences when using the material
6. a note about taking into account students’ cultural and linguistic differences when using the material

The instructional strategies collection will include descriptions of at least three instructional strategies per group member designed to develop the identified area of reading comprehension. Each student will include at least one strategy or approach that incorporates technology. Relevant citations will be included as appropriate, and references will be listed on each strategy description. The format for the descriptions will be developed in class and will include a section on taking into account the developmental, cultural, and linguistic differences of students when implementing the strategy with a group of students.

The 15- to 20-minute presentation will focus on the information gathered for the project. It will include a brief discussion of the research supporting instruction in the identified area, an introduction of the particular strategy or strategies, an opportunity for participants to engage in the strategy or strategies, and a conclusion that helps participants think about how they can adapt the strategy or strategies for use in their own context. Handouts will include a copy of the research-based rationale, a copy of the description of the strategy or strategies, and any materials needed for the presentation.
The following IRA standards will be evaluated through this performance-based assessment:

2.2 Candidates will use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. They will

- Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Make selections guided by an evidence-based rationale. Accommodate the developmental, cultural, and linguistic differences of their students.
- Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students.
- Demonstrate the options in their own teaching and in demonstration teaching.

2.3 Candidates will use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. They will

- Plan for the use of a wide range of curriculum materials. Make selections guided by an evidence-based rationale. Accommodate the developmental, cultural, and linguistic differences of their students.
- Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. Help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students.
- Demonstrate the options in their own teaching and in demonstration teaching.

ASSessment and Instruction Electronic Portfolio and Reflection

Students will compile an electronic portfolio that includes their community and class profile, writing analysis, reading comprehension project and presentation materials, and individual reflection. For the individual reflection, students will write a three- to five-page reflection conveying their thoughts and insights on planning for the ongoing process of assessment, evaluation, and instruction. They will include in the reflection insights into what they learned as a result of their experiences related to this course and the EDRD 636 Literacy Practicum I. They will also discuss what else they need to explore to gain a better understanding of the ongoing process of assessment, evaluation, and instruction.

The following IRA standards will be addressed in this performance-based assessment:

2.1 Candidates will use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes. Writing Analysis

2.2 Candidates will use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. Reading Comprehension Project

2.3 Candidates will use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. Reading Comprehension Project

4.1 Candidates will use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program. Community and Class Profile
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 27</td>
<td>Overview of Literacy Assessment and Instruction for Groups</td>
<td></td>
</tr>
<tr>
<td>4:30 – 8:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 3</td>
<td>Assessment as Inquiry: Role of Teacher Decision-Making in Assessment,</td>
<td>Flippo: Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Evaluation, and Instruction</td>
<td>Serafini (2000)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stiggens (2002)</td>
</tr>
<tr>
<td>February 10</td>
<td>Interest/Attitude Assessments</td>
<td>Rasinski &amp; Padak: Chapters 1 – 3</td>
</tr>
<tr>
<td>EDRD 636 Seminar</td>
<td>Motivation</td>
<td>Choice of one article: Gambrell, Henk,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kear, McKenna, or Schmitt</td>
</tr>
<tr>
<td>February 17</td>
<td>Interpreting and Reporting Results of Standardized Assessments</td>
<td>Flippo: Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ranson (Hoffman) et al. (1999)</td>
</tr>
<tr>
<td>February 24</td>
<td>Classroom Literacy Assessment and Instructional Planning</td>
<td>Flippo: Chapters 3 &amp; 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stephens et al. (1996)</td>
</tr>
<tr>
<td>March 3</td>
<td>Writing Assessment and Evaluation</td>
<td>Dahl &amp; Farnan (1998)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strickland &amp; Strickland (2000)</td>
</tr>
<tr>
<td></td>
<td>Community and Class Profile</td>
<td></td>
</tr>
<tr>
<td>March 10</td>
<td>Writing Instruction</td>
<td>Dahl et al. (2004)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rasinski &amp; Padak: Chapter 10</td>
</tr>
<tr>
<td>March 17</td>
<td>Comprehension Assessment and Evaluation</td>
<td>Flippo: Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>March 24</td>
<td>No Class: Spring Recess</td>
<td></td>
</tr>
<tr>
<td>March 31</td>
<td>Comprehension of Narrative Text</td>
<td>Rasinski &amp; Padak: Chapter 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Analysis</td>
</tr>
<tr>
<td>April 7</td>
<td>Comprehension of Informational Text</td>
<td>Flippo: Chapter 7</td>
</tr>
<tr>
<td>EDRD 636 Seminar</td>
<td></td>
<td>Rasinski &amp; Padak: Chapter 9</td>
</tr>
<tr>
<td>April 14</td>
<td>Group Meetings: No Class Meeting</td>
<td>Flippo: Chapter 8</td>
</tr>
<tr>
<td>April 21</td>
<td>Vocabulary Development</td>
<td>Rasinski &amp; Padak: Chapter 7</td>
</tr>
<tr>
<td>April 28</td>
<td>Word Recognition, Fluency, and Oral Reading</td>
<td>Rasinski &amp; Padak: Chapters 4 - 6</td>
</tr>
<tr>
<td>May 5</td>
<td>Final EDRD 636 Seminar: No EDRD 632 Class Meeting</td>
<td>Practicum Project</td>
</tr>
<tr>
<td>May 12</td>
<td>Reading Comprehension Strategy Presentations</td>
<td>Reading Comprehension Project,</td>
</tr>
<tr>
<td>4:30 – 8:30</td>
<td></td>
<td>Electronic Portfolio, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection</td>
</tr>
</tbody>
</table>