GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISION OF ELEMENTARY, LITERACY AND SECONDARY EDUCATION

EDPD502.6R3: An Observation Survey of Early Literacy Achievement
1 Credit, Fall 2015
Wednesday 08.05.15 – Monday 08.10.15 / 9:00 to Noon and 1:00 to 4:00
Tuesday 08.11.15 / 9:00 to 12:30
Rosa Parks Elementary School
Reading Recovery Room 117
13446 Princedale Drive, Woodbridge, VA 22193

PROFESSOR(S):
Name: *Todd N. Hartman*
Office hours: *By Appointment*
Office location: *Ellis Elementary School, Reading Recovery, Room 221*
Office phone: *703.365.8541*
Email address: *HartmaTN@pwcs.edu*

Name: *Katherine Sherman*
Office hours: *By Appointment*
Office location: *Rosa Parks Elementary School, Reading Recovery Room*
Office phone: *703.580.1751*
Email address: *ShermaKE@pwcs.edu*

COURSE DESCRIPTION:
A. Prerequisites/Corequisites
Must be employed by a school with PWCS and consent of the instructor

B. University Catalog Course Description
Course participants will learn how to administer, score, and interpret records of oral reading, Dr. Marie Clay's *An Observation Survey of Early Literacy Achievement* and *The Record of Oral Language*. These assessments are appropriate for children between the ages of five and about nine years.

C. Expanded Course Description
The student who successfully completes this course will:
- Explore the theoretical significance of systematic observation as a method of assessing early literacy achievement.
- Experience the administration and interpretation of an early literacy assessment.
- Develop awareness of principles of language structure and functions related to children's oral language development.
- Develop skill in using researcher's tool for recording a written record of children's oral reading.

PROFESSIONAL STANDARDS

A. International Literacy Association (ILA) Standards

Standards 2010: Standard 3

Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

The Assessment and Evaluation Standard recognizes the need to prepare teachers for using a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. The elements featured in this standard relate to the systematic monitoring of student performance at individual, classroom, school, and system-wide levels. Teacher educators who specialize in literacy play a critical role in preparing teachers for multifaceted assessment responsibilities.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:
- The most fundamental goal of assessment and evaluation is to optimize student learning.
- Effective assessment practices inform instruction.
- Competent reading professionals appreciate the importance of assessment.
- Effective reading professionals demonstrate a skilled use of assessment processes and results.
- Competent reading professionals are knowledgeable of standardized tests and their uses and limitations in the assessment process.
- Effective reading professionals are able to analyze data and communicate findings and implications to appropriate audiences.

B. Reading Recovery Council of North America (RRCNA) Standards

Standards and Guidelines for Selection of Teachers

- Be employed in a school system that has a commitment to implementation.
- Hold teacher certification.
- Show evidence of successful teaching experience.

Course Work and Professional Development

- Participate in assessment training sessions.

Implementing Individual Lessons

- Administer Observation Survey as appropriate throughout the year.
- Communicate with parents, first-grade teachers, and other school personnel throughout the year.
- Submit data to the teacher leader as required.

LEARNER OUTCOMES or OBJECTIVES:

The student who successfully completes this course will:

- Explore the theoretical significance of systematic observation as a method of assessing early literacy achievement.
- Experience the administration and interpretation of an early literacy assessment.
- Develop awareness of principles of language structure and functions related to children's oral language development.
- Develop skill in using researcher's tool for recording a written record of children's oral reading.

REQUIRED TEXTS:

Clay, M. (2013). *An observation survey of early literacy achievement (3rd ed.),* Portsmouth, NH: Heinemann.

Clay, M., et al (2007b). *Record of oral language: Observing changes in the acquisition of language structures*, Portsmouth, NH: Heinemann.

Clay, M.M. (2000). *Follow Me, Moon*. Rosedale, New Zealand: Pearson.

Clay, M.M. (2000). *No Shoes*. Rosedale, New Zealand: Pearson.

COURSE ASSIGNMENTS AND EXAMINATIONS:
   A. Required Course Practices
- Read and discuss *An Observation Survey of Early Literacy Achievement* (OSELA) and *Record of Oral Language*
- Administer an OSELA to two children
    - Through systematic observation measurement tasks, teachers will observe…
        - The child's use of oral language and how he controls sentence structures and inflections
        - Concepts about print (how print encodes information)
        - The reading of continuous text (taking a running record)
        - Letter knowledge
        - Reading vocabulary (words the child knows when reading)
        - Writing vocabulary (words the child knows when writing)
        - Hearing and recording sounds in words (both phonemic awareness and the linking of phonemes to letters).
            - Use standard procedures to assure reliability
- Use OSELA results to identify children struggling with literacy
- Analyze student performance on the OSELA tasks
        - Discuss the processing and progress of children
- Write two Observation Survey Summary Sheets on children
- Write initial Predictions of Progress (iPoPs) for further observations
- Begin interacting effectively as a group with all members practicing articulating their thoughts and engaging in evaluating each session

   B. Suggested method(s) for evaluating student performance:

Grading for this course will be based on performance related to specific course requirements that include collecting and analyzing assessment data and participating in professional discussion groups. Examples of assignments:

Evaluation	Points
Class participation (10 points per clock hour)	275
Student #1 Observation	100
Student #2 Observation	100
Student #1 Final Summary	270
Student #2 Final Summary	270
Total	**1015**

   C. Grading
100-93=A; 92-90=A-; 89-88=B+; 87-80=B; 79-70=C; 69-0=F (Grades are rounded to nearest whole.)

Late assignments will be deducted 10% of the total points possible for each calendar day. No assignments will be accepted after ten calendar days.

   D. Absences
Students are expected to attend and participate in all classes. If the student misses a class or a portion of a class, percentage points will be deducted from the final grade.

GMU POLICIES AND RESOURCES FOR STUDENTS

3. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code/**).

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See **http://ods.gmu.edu/**).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See **http://writingcenter.gmu.edu/**).

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

PROPOSED CLASS SCHEDULE:

Wk	Meeting Dates	Major Topics	Read/Discuss	Assignments Due
1	Wednesday 08.05.15	"The early detection of literacy learning difficulties" "Concepts About Print" "Taking records of reading continuous texts" *Sensitive Observation of Reading Behavior*	Introduction Pages 31-35 Chapter 4 Chapter 5 *Part One: Introduction to the Conventions for Taking a Running Record of Text Reading*	Review *An Observation Survey of Early Literacy Achievement* Chapter 4 Chapter 5 Just pages 49-68 Skim *Standards and Guidelines of Reading Recovery in the United States* Section 2 of binder Read *An Observation Survey of Early Literacy Achievement* Chapter 1 Preview *An Observation Survey of Early Literacy Achievement* Chapter 6 Practice the CAP observation
1	Thursday 08.06.15	Continue Running Records *Procedures for Administering Leveled Text Passages* *An Observation Survey of Early Literacy Achievement* • Letter Identification • Word Reading • Writing Vocabulary • Hearing and Recording Sounds in Words	Chapter 5 Section 3 of binder Chapter 6	Review *Procedures for Administering Leveled Text Passages* Section 3 of binder Attach introductions to Scott-Foresman testing books Review *An Observation Survey of Early Literacy Achievement* Chapter 6 Read *An Observation Survey of Early Literacy Achievement* Chapter 2 Chapter 3 Preview *An Observation Survey of Early Literacy Achievement* Chapter 5 Pages 69-79
1	Friday 08.07.15	Practice children *Sensitive Observation of Reading Behavior*	*Part Two: Analysis of Running Records of Text Reading*	Review *An Observation Survey of Early Literacy Achievement* Pages 69-79 Read *Getting It Together: Linking Reading Theory to Practice* MSV all running records for both practice children Analyze all running records for both practice children Read *An Observation Survey of Early Literacy Achievement An Overview* Pages 144-145 Read *Selection of Children for Reading Recovery: Challenges and Responses* Read "Selection of Children" (pages 27-30) within Chapter 6 of <u>A Principal's Guide to Reading Recovery</u> Read the very last page in your binder about transfer of strategic activity. Preview *An Observation Survey of Early Literacy Achievement* Chapter 7
2	Monday 08.10.15	Share/discuss assignments Assessment Procedures Selection for Reading Recovery *Record of Oral*	Chapter 2, Chapter 3, Chapter 5 Preface, Introduction, Administration	Review *Record of Oral Language* Pages 1-18 Read *An Observation Survey of Early Literacy Achievement* Chapter 8 Read *Reading Recovery: Basic Facts* Read *How Reading Recovery Operates in an Elementary School*

		Language "Summarizing the Observation Survey results"	Chapter 7	Read Illinois Reading Recovery brief Read "Talking, Reading, and Writing" by Dr. Marie Clay
2	Tuesday 08.11.15	Observation Survey Summary Sheets Side 2 Predictions of Progress Final Exam	Chapter 7	

Clock Hours

Agenda #	Date		Place	Type	# of clock hours	Time
1	Wednesday, August 05, 2015	@	Parks	OSELA	6	9:00 - Noon & 1:00 - 4:00
2	Thursday, August 06, 2015	@	Parks	OSELA	6	9:00 - Noon & 1:00 - 4:00
3	Friday, August 07, 2015	@	Parks	OSELA	6	9:00 - Noon & 1:00 - 4:00
4	Monday, August 10, 2015	@	Parks	OSELA	6	9:00 - Noon & 1:00 - 4:00
5	Tuesday, August 11, 2015	@	Parks	OSELA	3.5	9:00 - 12:30

ASSESSMENT RUBRIC(S):

Final Summary Rubric

Teacher:_____

Student: _____

Side 1

Name/Date/DoB/Age/School/Recorder/Directional Movement	_____ ___/07
Text Titles/Level/Seen or Unseen/Publisher/Errors & Ratio/Acc & SC	_____ ___/27
Analysis of Errors and SC (MSV Used, Neglected, Added (if appropriate))	_____ ___/30
How the reading sounds (fluency related/stated at bottom of running records)	_____ ___/06
Letter ID (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine)	_____ ___/06
CAP (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine)	_____ ___/06
OWT (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine)	_____ ___/06
WV (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine)	_____ ___/06
HRSW (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine)	_____ ___/06

Useful strategic activity on text _____ ___/10

(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Problem strategic activity on text _____ ___/10

(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Useful strategic activity with words _____ ___/10

(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Problem strategic activity with words _____ ___/10

(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Useful strategic activity with letters _____ ___/10

(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Problem strategic activity with letters _____ ___/10

(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Summary (req start, pos reading, concern reading, pos writing, concern writing) _____ ___/10

Attachments

All running records w/3 levels of text, LID, CAP, OWT, WV, HRSW _____ ___/30

_____/200

Predictions of Progress (Initial)

End of Intervention   _____   ___/10
      (Should be 3 to 4 long-term goals; integrate student's strengths with weaknesses)

Next Few Weeks (no teaching)   _____   ___/10
      (2 short-term goals to carry through RAK)

Extra Work (supports 'next few weeks' during RAK)   _____   ___/10

Teacher's Role   (actually describes <u>teacher's</u> role during RAK)   _____   ___/10

                                                      _____   ___/40

Record of Oral Language   _____   ___/30