EDRD 633.D01 – Literacy Assessments and Interventions for Individuals
3 credits, Summer 2021
Monday & Wednesday, 5:00-8:00, synchronous online (Zoom)
Friday, asynchronous online

Faculty
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Prerequisites/Corequisites
EDRD 630 and EDRD 631; EDRD 637 must be taken as a corequisite

University Catalog Course Description
Builds candidates' abilities to select and administer appropriate literacy assessments, analyze assessment data, and design individualized instructional interventions for students who experience difficulty with reading and writing. Note: This course requires students to conduct related practice in their own schools or specified field settings.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered online (76% or more) using a mixture of synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, May 17.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous class sessions do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday. Online synchronous meetings will take place as indicated in the class schedule.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

  Technical Requirements
  - High-speed Internet access with a standard up-to-date browser. Chrome is the recommended browser for Blackboard Collaborate Ultra. Opera and Safari are not compatible.

- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

Expectations
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Learner Outcomes or Objectives
EDRD 633 is designed to enable students to do the following:
1. Students will apply diagnostic principles, procedures, and techniques for assessing and evaluating the literacy needs of individual learners.
2. Students will communicate with professional colleagues and defend their instructional decisions orally and in writing based on their knowledge of both theory and exemplary practice.
3. Students will communicate and collaborate effectively with learners and families.
4. Students will communicate results of assessments to specific individuals (students, parents/family, and colleagues)

Professional Standards (International Literacy Association, *2010 Standards for Reading Professionals*)
Upon completion of these courses, students will have met the following professional standards:
3.1 Understand types of assessments and their purposes, strengths, and limitations.
3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes
3.3 Use assessment information to plan and evaluate instruction.
3.4 Communicate assessment results and implications to a variety of audiences.
4.3 Develop and implement strategies to advocate for equity.

Virginia Standards for Reading Specialist Programs addressed in the course:
1a. Demonstrate expertise in the use of formal and informal screening, diagnostic, and progress monitoring assessment for language proficiency, concepts of print, phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension.
6e. Demonstrate expertise with educational measurement and evaluation, including validity, reliability, and normative comparisons in test design and selections.
6f. Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standard scores.
6g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers.
6j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.
6l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
6m. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

Required Texts
Leslie, L., & Caldwell, J. S. (2020). *Qualitative reading inventory – 7*. Pearson.

Stahl, K. A. D., Flanigan, K., & McKenna, M. C. (2020). *Assessment for reading instruction* (4th ed.). The Guilford Press.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations
1. Participation (25%, ongoing)
Online participation is required. This includes individual, small group, and class discussions, online meetings, online module assignments, and other assignments as deemed necessary during class.

Our course Blackboard site (https://mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session and/or module to download readings and other pertinent course documents.

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, *it is critical for you to complete all readings prior to the class for which they are assigned and to fully participate in class*. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. Failure to do so may result in a lower participation grade.

Participation will be evaluated using the rubric that follows:

Criteria for Evaluation	Excellent	Satisfactory	Minimal	Unacceptable
Class Attendance	Missed *no* synchronous class sessions. **AND** Arrived late or left online session early *no more than 2* times. **10 points**	Missed *1* synchronous class session. **OR** Arrived late or left online session early *3* times. **9 points**	Missed *2* synchronous class sessions. **OR** Arrived late or left online session early *4* times. **8 points**	Missed *3 or more* synchronous class sessions. **OR** Arrived late or left online session early *5 or more* times. **0 points**
Synchronous Class Participation	*Actively participated* in small group activities and class discussions and demonstrated *in-depth understanding* of the course content. **5 points**	*Actively participated* in small group activities and class discussions and demonstrated *basic understanding* of the course content. **4.5 points**	*Rarely participated* in small group activities and class discussions. **OR** Demonstrated a *limited understanding* of course content. **4 points**	*Never participated* in small group activities and class discussions. **0 points**
Asynchronous Class Participation	Submitted all activities within asynchronous course modules, with *no late* submissions. **AND** *Most* submissions were thoughtfully completed and demonstrated an in-depth understanding of course content. **10 points**	Submitted all activities within asynchronous course modules, with no more than *1 late* submission. **OR** *Some* submissions were thoughtfully completed and demonstrated an in-depth understanding of course content. **9 points**	Submitted all activities within asynchronous course modules, with *2 or more* late submissions. **OR** *Few* submissions were thoughtfully completed and demonstrated an in-depth understanding of course content. **8 points**	*Failed to submit all* activities within asynchronous course modules. **OR** *No* submissions were thoughtfully completed and demonstrated an in-depth understanding of course content. **0 points**

2. Performance-Based Assessment Part I: Diagnostic Report (50%, July 5)
You will conduct a comprehensive assessment of a learner's literacy strengths and needs. You will then create a diagnostic report sharing background information, general observations, and results from the assessment you conducted. You will also provide an analysis of these data and identify goals for future instruction and other instructional implications. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

3. Performance-Based Assessment Part III: Reading Summary Report (25%, July 19)
At the end of the practicum, you will write a brief report summarizing your assessment findings and your instructional plans. You will provide recommendations for the learner's teachers and parents/guardians. You will gather feedback on a draft of this report from your practicum supervisor before submitting it for grading. You will conduct a meeting with the parent/guardian (if possible; if not possible, you will create a brief video for this purpose) and student to discuss progress made in the practicum and recommendations for continued literacy development in both home and school. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

Other Requirements
Assignment Guidelines
All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.

Assignments should follow current APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your first and last name and assignment title (ex: JOHNDOEResearchCritique1.docx).

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (https://writingcenter.gmu.edu/) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you are not able to meet during the Center's hours of operation.

The performance-based assessments are designed to provide evidence that program candidates meet required program completion standards. Students may only have one opportunity to revise PBA assignments in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in the Literacy course sequence. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

Communication
Email is my preferred form of communication, so please check your GMU email account daily, as that will be the account I use to contact you. I am always available via email, but please allow a 24-hour response time for replies during the week, and 48 hours during weekends and holidays. If you have not heard from me within 48 hours, please email me again. The class schedule may need to be modified during the semester. If this occurs, notice of changes will be by announcement in class, by email, and/or by changes to this syllabus posted on Blackboard.

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the Organizations option in the main menu, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

Grading

Literacy students must re-take any course in which they receive a grade of C or lower in order to be eligible for licensure (please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite.

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Grading Scale

A	= 94 – 100%
A-	= 90 – 93%
B+	= 87 – 89%
B	= 80 – 86%
C	= 75 – 79%
F	= below 75%

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Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/.

Core Values Commitment

The College of Education and 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/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

EDRD 637 – Supervised Practicum Overview

The purpose of the practicum experience is to practice working with individual students and to broaden understandings of students' literacy needs in K-12 classrooms. As a part of the practicum, instructional plans will be developed, and ongoing assessment and intervention strategies will be implemented under the direct supervision of the course instructors. Documentation of work with the practicum student will be compiled into a case study.

The first few sessions will focus on becoming acquainted with the student and conducting preliminary assessments that will inform decisions made when developing instructional plans. The remaining instructional sessions will focus on providing literacy support for the practicum student based on the initial diagnosis and ongoing interactive assessment. Emphasis will be on providing a comprehensive literacy experience that further develops critical reading and writing skills by building on the student's strengths and addressing the student's needs as evidenced in initial and ongoing assessments.

Performance Based Assessments & Rubrics - Overview

This performance-based assessment (PBA) is required during EDRD 633/637. These courses are integrated, and candidates must take them concurrently as a practicum. The practicum consists of seminars in which candidates learn to administer and interpret assessments, followed by a schedule of at least 20 contact hours with an individual learner while supervised by a faculty member (the ratio of supervision is 5 to 8 candidates per supervisor). During and after the tutoring time period, seminars are also held in which candidates discuss intervention strategies, plan joint lessons (e.g., Readers' Theatre or photo journalism projects to connect school with the community) with other candidates and their tutees, discuss related research, and plan and execute parent/family communication. Time is also built in for numerous meetings between supervisors and individual candidates (both electronic and in person).

Please note that the numbers and letters in the rubrics relate to specific IRA standards, elements, and the recommended evidence.

Directions to Candidates

The overall purpose of the practicum is to provide a supervised clinical experience to broaden your understanding of students' literacy needs and ways to address those needs. As a part of the practicum, you will conduct a comprehensive assessment of the learners' strengths and needs (Part I: Diagnostic Report). Instructional plans will then be developed, and ongoing assessment and intervention strategies will be implemented under the direct supervision of the course instructors (Part II). At the end of the tutoring experience you will create the Summary Report (Part III).

You are also required to contact a family member of the student being tutored before the practicum begins. This contact is recorded on the communication log and is discussed in your diagnostic report, as well. This contact will help ensure full participation of the tutored students and will also provide information from the

family to assist you in getting to know the learner and understand his/her literacy strengths/needs. This contact will also serve to welcome the child and family to begin building a strong school/home connection. You will then write plans and conduct tutoring sessions. Additionally, at the end of the tutoring sessions you will write an Instructional Summary Report and discuss it with the student and parent/guardian in a conference (if possible).

Part I: Procedures for the Diagnostic Report
Prior to your work with the student, class sessions will address research related to assessment and prepare you to give the Informal Reading Inventory (IRI) specified in your syllabus, as well as other assessments.

Once the tutoring begins, during the first three to four sessions, you will focus on becoming acquainted with the student and conducting preliminary assessments that will inform decisions made when developing instructional plans. All diagnostic sessions will be audiotaped. In addition to the selected Informal Reading Inventory, you will also analyze (a) a writing sample (create your own rubric or use one prevalent in local schools, such as the 6 Trait Writing rubric, or the Virginia SOL writing analysis format); (b) a published Reading/Writing Attitude/Interest Inventory/Survey instrument that is appropriate to the age of your student; and (c) at least 1 other assessment of your choice appropriate for your student. Please note that in some cases, alternate or additional assessments may be used, based on consultation with your instructor. For example, if you are working with a young reader, you may wish to use Marie Clay's *Concepts of Print Test* and/or a measure of phonological awareness. **You will submit this diagnostic report to Tk20 (in EDRD 633) for grading.**

Rubric for Part I: Diagnostic Report (EDRD 633)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
3.2a Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.	Provides exemplary evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides satisfactory evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides partial evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.	Provides little or no evidence of administering and interpreting appropriate assessments to examine strengths and limitations of struggling readers and writers.
3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides exemplary evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides satisfactory evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides partial evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides little or no evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

Part II: Instructional Plans
To guide your work with a student and to keep the practicum supervisor informed of your activities and goals, you are required to write instructional plans for each diagnostic or instructional session with your practicum student. The initial basis for these plans will be the "recommendations" section that you wrote in your Diagnostic Report (see above). For your lessons (after the assessment phase), you will develop routines around the following strands (addressing both reading and writing), as appropriate to the learner: (1) writing as meaningful communication, (2) word work or skill development (e.g., concepts of print/phonemic awareness/phonics, word recognition, vocabulary building), (3) fluency development, and (4) comprehension instruction using expository or narrative text strategies. These strands and your instructional routines must be clear in the lesson structure. See Bb for additional information about instructional plans. You also must use technology in at least 2 lessons, including teaching the student to use a new technology tool in a creative way (e.g., computer software, Smart Board, etc.). One lesson may include a low-level technology program (e.g., overheads, Word product, online games, Kidspiration) while one should include a high-level technology program (e.g., Smartboard, MovieMaker, Photostory). Each instructional plan will be read by your practicum

supervisor before your lesson and comments will be provided (you may be asked to revise before teaching). Plans should be typed and comprised of no more than 3 single-spaced pages. At the end of the course you will post all of your instructional plans to Tk20 (in EDRD 637) as well as two samples of the student's work that show his/her growth.

Rubric for Part II: Planning and Instruction (EDRD 637)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.1a Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides exemplary evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides satisfactory evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides partial evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.	Provides little or no evidence of understanding the research and literature that undergirds the reading and writing curriculum instruction for all students.
2.1b Develop and implements the curriculum to meet the specific needs of students who struggle with reading.	Provides exemplary evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides satisfactory evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides partial evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.	Provides little or no evidence of developing and implementing a curriculum to meet the specific needs of students who struggle with reading.
2.2a Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides exemplary evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides satisfactory evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides partial evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides little or no evidence of using instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
2.2b Provides appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides exemplary in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides satisfactory in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides partially in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides little or no in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
2.2d As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides exemplary evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides satisfactory evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides partial evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Provides little or no evidence of adapting instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
4.2a Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides exemplary evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides satisfactory evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides partial evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	Provides little or no evidence of differentiating instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.
4.2d Collaborate with others to build strong home-to-school and school-to-home literacy connections.	Provides exemplary evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.	Provides satisfactory evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.	Provides partial evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.	Provides little or no evidence of collaborating with others to build strong home-to-school and school-to-home literacy connections.
5.2 Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
5.3a Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.	Provides exemplary evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing instruction using traditional, print, digital and online resources.	Provides satisfactory evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.	Provides partial evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.	Provides little or no evidence of using routines in creating and maintaining positive learning environments for students who struggle with reading and writing using traditional, print, digital and online resources.
5.3b Create effective routines for all students, especially those who struggle with reading and writing.	Provides exemplary evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides satisfactory evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides partial evidence of creating effective routines for all students, especially those who struggle with reading and writing.	Provides little or no evidence of creating effective routines for all students, especially those who struggle with reading and writing.
6.2e Demonstrate effective use of technology for improving student learning.	Provides exemplary evidence of effective use of technology for improving student learning	Provides satisfactory evidence of effective use of technology for improving student learning.	Provides partial evidence of effective use of technology for improving student learning.	Provides little or no evidence of effective use of technology for improving student learning.

Part III: Summary Report

At the end of the practicum, you will write a summary report (see examples on Bb) and you will conduct a meeting with the parent/guardian (if possible) and student to discuss progress made in the practicum and recommendations for continued literacy development in both home and school. Parents/guardians will be advised that they may share the report with the child's teacher, but this is their choice. You will submit this summary report to your practicum supervisor for feedback and then to Tk20 (in EDRD 633) for grading.

Rubric for Part III: Summary Report (EDRD 633)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
3.1b Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides exemplary evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides satisfactory evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides partial evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Provides little or no evidence of understanding established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
3.3b Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides exemplary evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides satisfactory evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides partial evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.	Provides little or no evidence of analyzing and using assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
3.4a Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides exemplary evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides satisfactory evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides partial evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.	Provides little or no evidence of analyzing and reporting assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.
3.4b Demonstrate the ability to communicate results of assessments to various audiences.	Provides exemplary evidence the ability to communicate results of assessments to various audiences.	Provides satisfactory evidence of the ability to communicate results of assessments to various audiences.	Provides partial evidence of the ability to communicate results of assessments to various audiences.	Provides little or no evidence of the ability to communicate results of assessments to various audiences.
4.3d Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides exemplary evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides satisfactory evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides partial evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	Provides little or no evidence of collaborating with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

Class Schedule
(SYNC = meet synchronously; ASYNC = activities completed asynchronously)
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

	Date	Topics	Readings & Assignments Due
Week 1	Class 1: Mon., May 17 SYNC	– Course Overview – Assessment Overview	– Stahl et al. – Chapters 1, 2 (review from EDRD 632)
	Class 2: Wed., May 19 ASYNC	– Assessing Emergent Literacy	– Stahl et al. – Chapter 4 – **DUE: Online Activities on Bb by 11:59 pm on Thursday, May 20**
	Class 3: Fri., May 21 ASYNC	– Assessing Word Recognition & Spelling	– Stahl et al. – Chapter 5 – **DUE: Online Activities on Bb by 11:59 pm on Saturday, May 22**
Week 2	Class 4: Mon., May 24 SYNC	– Assessing Oral Reading Fluency	– Stahl et al. – Chapter 6
	Class 5: Wed., May 26 & Fri., May 28 ASYNC	– IRIs & Running Records	– Stahl et al. – Chapter 3 – *QRI-7* – Sections 1, 2, & 13 – **DUE: Online Activities on Bb by 11:59 pm on Saturday, May 29**
	Monday, May 31 – NO CLASS **MEMORIAL DAY**		
Week 3	Class 6: Wed., June 2 ASYNC	– Assessing Vocabulary	– Stahl et al. – Chapter 7 – **DUE: Online Activities on Bb by 11:59 pm on Thursday, June 3**
	Class 7: Fri., June 4 ASYNC	– Assessing Comprehension & Strategic Knowledge	– Stahl et al. – Chapters 8 & 9 – "Comprehension Instruction: Answer Questions" (Caldwell & Leslie, 2013) – **DUE: Online Activities on Bb by 11:59 pm on Saturday, June 5**
Week 4	Class 8: Mon., June 7 SYNC	– Assessing Writing	– "Informal Writing Assessment Linked to Instruction: A Continuous Process for Teachers, Students, and Parents" (Romeo, 2008) – "What Makes Writing Good? An Essential Question for Teachers" (Nauman et al., 2011) – one additional assigned article
	Class 9: Wed., June 9 & Fri., June 11	– Administering & Scoring the *QRI*	– *QRI-7* – Sections 3-8, 11 – **DUE: Online Activities on Bb by 11:59 pm on Sunday, June 13**

	Date	Topics	Readings & Assignments Due
Week 5	Class 10: Mon., June 14 SYNC	– Practice Administering the *QRI* – Analyzing & Reporting Diagnostic Data	– *QRI-7* – Section 9 – "Patterns of Reading Difficulty" (Caldwell & Leslie, 2013)
	Class 11: Wed., June 16 SYNC	– Analyzing & Reporting Diagnostic Data (cont.)	– Stahl et al. – Chapter 12 & Appendix – review the materials for the PBA Part 1 – Diagnostic Report assignment (in PBA folder on Bb)
	Class 12: Fri., June 18 ASYNC	– Assessing Affective Factors – Assessing Adolescents	– Stahl et al. – Chapters 10 & 11 – **DUE: Online Activities on Bb by 11:59 pm on Saturday, June 19**
Week 6	Class 13: Mon., June 21 SYNC	– Preparing for the Diagnostic & Instructional Sessions	– review the materials for the PBA Part 2 – Instructional Plans assignment (in PBA folder on Bb)
	Class 14: Wed., June 23 ASYNC	– Designing Interventions & Data-Based Instructional Plans	– "Matching Interventions to Reading Needs: A Case for Differentiation" (Jones et al., 2016) – **DUE: Online Activities on Bb by 11:59 pm on Thursday, June 24**
	Class 15: Fri. June 25 ASYNC	– Using Technology to Support Student Learning	– "The DigiLit Framework" (Baxa & Christ, 2017) – Choose 1 article from the folder on Bb. – **DUE: Online Activities on Bb by 11:59 pm on Saturday, June 26**
Week 7	Class 16: Mon., June 28 SYNC	– Engaging Students & Families in Assessment – Preparing the Summary Report	– "Organizing and Implementing a Parent-Literacy Specialist Conference" (Garas-York, 2019) – review the materials for the PBA Part 3 – Summary Report assignment (in PBA folder on Bb)
	Tues., June 29 – Fri., July 2	EDRD 637 – Diagnostic & Instructional Practicum Sessions	
Week 8	Tues., July 6 – Fri., July 9	EDRD 637 – Instructional Practicum Sessions & Seminar **DUE: PBA Part 1: Diagnostic Report** **(Tk20 in Bb, by 11:59 p.m., Tuesday, July 6)**	
Week 9	Tues., July 13 – Fri., July 16	EDRD 637 – Instructional Practicum Sessions & Seminar	
Week 10	Mon., July 19 ASYNC	**DUE: PBA Part 3: Summary Report** **(Tk20 in Bb, by 11:59 p.m. on Monday, July 19)**	
	Fri., July 23 ASYNC	**DUE: Revisions for PBA Part 1 – Diagnostic Report or Part 3: Summary Report** **(Tk20 in Bb, by 11:59 p.m. on Friday, July 23)**	