

George Mason University
College of Education and Human Development
Literacy Program

EDRD 644.D01 – Literacy Assessment and Intervention
3 credits, Summer 2024
Asynchronous, online

Faculty

Name: Jennifer I. Hathaway
Online Office Hours: Mondays, 4:00-5:30 pm, or by appointment
Office Location: 1500 Thompson Hall, Fairfax Campus
Office Phone: 703-993-5789
Email Address: jhathaw2@gmu.edu

Prerequisites/Corequisites

EDRD 642 and EDRD 643 are required prerequisites. EDRD 645 is a required corequisite.

University Catalog Course Description

Builds candidates' abilities to select and administer appropriate literacy assessments and analyze assessment data for students. Note: This course requires candidates to conduct related practice in their own school or specified field settings.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format 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 May 15.

At Mason, one credit hour represents one hour in the classroom and a minimum of two hours of out-of-class work per week throughout a 15-week semester (see Academic Policy 2.3 in the University Catalog). Thus, this 3-credit course requires a minimum of 3 hours of classroom instruction (or the equivalent work for asynchronous learning activities) and 6 hours of out-of-class work each week. Because the summer semester is shorter in length, additional time may be required each week. Please schedule your time accordingly.

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/Ultra/Getting_Started/Browser_Support

- 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 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 courses do not have a “fixed” meeting day, our week will start on Thursday, and finish on Wednesday.
- 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.
- 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.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Analyze assessments to determine their purposes, attributes, formats, strengths/limitations, and appropriate use in a comprehensive literacy assessment system.
2. Apply diagnostic principles, procedures, and techniques for assessing and evaluating the literacy need of students.
3. Communicate assessment results and implications to a variety of audiences.

Professional Standards

Upon completion of this course, students will have addressed the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

- 3.1 Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.
- 3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/ guardians.

Virginia Standards for Reading Specialist Programs addressed in this 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.
- 1b. Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.
- 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 standards scores.
- 6j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.
- 6k. Demonstrate knowledge of current research and exemplary practices in English and reading.
- 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. (2021). *Qualitative reading inventory – 7*. Pearson. (Online e-text required.)

Wanzek, J., Al Otaiba, S., & McMaster, K. L. (2020). *Intensive reading interventions for the elementary grades*. The Guilford Press.

Wolsey, T. D., Lenski, S., & Grisham, D. L. (2020). *Assessment literacy: An educator's guide to understanding assessment, K-12*. The Guilford Press.

GoReact must be purchased and used in this course. Details will be provided.

Additional readings will be made available on Blackboard and through GMU Library databases.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy). Detailed assignment guidelines and rubrics are provided in Blackboard.

- **Assignments and/or Examinations**

- 1. Course Engagement (30%)**

- Throughout the semester you will complete asynchronous online modules that involve an array of activities designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each module will open on Thursday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the Wednesday indicated in the class schedule. Late work within modules will not be accepted without prior approval. Once each module is opened, it will remain open so that you may review content as needed. Because this is a summer course with a shortened schedule, the pace will be quite brisk!

In this course, modules will follow an Absorb-Do-Connect (Horton, 2012) instructional design framework to encourage active learning. As you complete your assigned readings and view the provided resources, you will *absorb* key knowledge. Then, you will have opportunities to practice, explore, and discover as you *do* something with what you are learning. Finally, you will be asked to *connect* what you are learning to your prior learning and current work.

For each online module, you should thoughtfully and thoroughly complete all activities. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module. While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge and skills as a reflective practitioner is expected and necessary for earning full credit for each online module.

- 2. Assessment Analysis (20%)**

- In this assignment, you will review a published literacy assessment. With a partner, (1) choose an assessment to evaluate: locate and read publishers' information on technical aspects of the assessment, including reliability/validity. (2) Prepare a handout on this information (no more than one page, front & back) to share with your classmates. Include (a) a description of the purpose of the assessment; (b) target audience; (c) administration procedures; (d) content; (e) scoring; (f) technical adequacy; (g) usability; and (h) links to intervention.

- 3. Diagnostic Plans & Reflections (10%)**

- Across this course and EDRD 645: Supervised Literacy Practicum, you will work with a K-12 student who has a demonstrated instructional need in literacy. All diagnostic and instructional sessions will be conducted in your own school or community. You will identify a student in your school (though not currently in your classroom) or community who experiences difficulty with reading and writing. Once that student has been approved by your course instructor, you will work with the student face-to-face for a minimum of 20 hours. Each session should be recorded and uploaded to GoReact. Your course instructors will use these videos to provide feedback on your assessment and instruction.

The first 3 to 5 hours of your work with this student will be completed as part of this course. You will focus on assessing the student's current strengths and areas for growth in literacy. Prior to each

diagnostic session you will submit plans (using the template provided) for the session to your instructor for feedback. After each diagnostic session, you will analyze the session and the data you collected to inform your plans for the following session. Brief written reflections will be submitted with each diagnostic session plan. You will continue your work with the student in EDRD 645 as you develop and deliver data-based instructional plans for intervention.

4. Performance-Based Assessment: Diagnostic Report (40%)

After you complete your comprehensive assessment of a learner's literacy-related strengths and needs, you will then develop 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 intervention. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

- **Other Requirements**

Assignment Guidelines

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.)

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 aren't able to meet during the Center's hours of operation.

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may 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 your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

Course Engagement

Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities whether online or face-to-face. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers.

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, licensure exam 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 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**

<i>Grading Scale</i>	
<u>Grade</u>	<u>Points</u>
A	= 94 – 100
A-	= 90 – 93
B+	= 85 – 89
B	= 80 – 84
C	= 75 – 79
F	= below 75

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

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-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 <https://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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

- 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/students/>.

Performance Based Assessment: Diagnostic Report

This performance-based assessment (PBA) is required during EDRD 644 – Literacy Assessment and Intervention and EDRD 645 – Supervised Literacy Practicum. These courses are integrated, and you must take them concurrently.

You will start your work with your student in EDRD 644. During the first diagnostic sessions you will focus on becoming acquainted with your student and conducting preliminary assessments that will inform decisions made when developing instructional plans for intervention. You should video-record these sessions.

You are also required to contact a family member of the student as you begin working with them. This contact will help ensure full participation of the student and will also provide information from the family to assist you in getting to know the learner and understand their literacy strengths/needs. This contact will also serve to welcome the child and family to begin building a strong school/home connection.

In your diagnostic report, at a minimum you need to be able to report on the student’s word recognition, fluency, comprehension (both for narrative and expository text), vocabulary knowledge, and writing development. You will also need to provide information about the student’s interests and/or attitudes towards reading/writing. To facilitate this, you are required to administer (as a minimum):

- a Reading/Writing Attitude/Interest Inventory/Survey instrument that is appropriate to the age of your student,
- the *QRI-7* (word lists, Level-Diagnostic Passages (find all levels for narrative text and instructional levels for expository text)),
- writing assessment, and
- at least 2 other assessments of your choice appropriate for your student.

In some cases, alternate/additional assessments may be conducted, based on consultation with your instructor.

Once you have finished your initial assessment with your student, you will analyze the data you have collected and report on it in the Diagnostic Report. Keep in mind that the analysis is your opportunity to indicate what you think might be happening with the student before, during, and after reading a passage and during the writing process. It allows you to state the conclusions you draw from a close examination of the information across all of the assessments. As you analyze the data, look for *patterns* and make your best guesses based on the data. Use specific examples from the assessments to support any conclusions you draw or any hypotheses

you make. Use words like “appears,” “seems,” and “is evident” to indicate that your statements are not facts, but are conclusions based on the data you collected. When possible, use data from more than one assessment to draw and support your conclusions.

Once your analysis is complete, you will provide recommendations for the student’s future instruction. You will also identify specific instructional goals for your tutoring sessions with the student and potential instructional methods that could be used to address those goals.

Because the Diagnostic Report is a practice experience, you will not share the report with family members or the school. However, you should write the report as if it will be shared with the family and/or the school.

Your Diagnostic Report should be no more than 5 single-spaced pages and should follow the format provided in the template on Bb. Please use initials (or a pseudonym) to refer to your student.

Your Diagnostic Report serves as an artifact of your proficiency with standard 3.4 of the Standards for Reading/Literacy Specialist Candidates from the International Literacy Association’s 2017 *Standards for the Preparation of Literacy Professionals*:

Rubric for Diagnostic Report

ILA Standard/ Component	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Below Expectations (1)
3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.	Provides exemplary evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians.	Provides satisfactory evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians.	Provides partial evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians..	Provides little or no evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians.

Class Schedule

Wanzek et al. (2020) = *Intensive Reading Interventions for the Elementary Grades*

Wolsey et al. (2020) = *Assessment Literacy: An Educator's Guide to Understanding Assessment, K-12*

QRI-7 = *Qualitative Reading Inventory-7*

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Readings	Assignments
Welcome Module May 13-15	Course Overview	course syllabus	none
Module 1 May 16-22	Understanding Assessment	<p>Wolsey et al. (2020) - Ch. 1 & 2</p> <p>Mandinach, E. B., & Gummer, E. S. (2016). Every teacher should succeed with data literacy. <i>Phi Delta Kappan</i>, 97(8), 47-49.</p> <p>“Introduction to Reading Assessment” (Ch. 1, pp. 1-23) from Stahl, K. A. D., Flanigan, K., & McKenna, M. C. (2020). <i>Assessment for reading instruction</i> (4th ed.). The Guilford Press.</p> <p>International Literacy Association. (2019). <i>Beyond the numbers: Using data for instructional decision making</i> [Literacy leadership brief]. https://literacyworldwide.org/get-resources/position-statements</p>	Module 1 activities
May 22	OPTIONAL Synchronous Class Meeting, 6:30-7:30 p.m.		
Module 2 May 23-29	Evaluating Assessments and Interpreting Scores	<p>Wolsey et al. (2020) - Ch. 7 & 8</p> <p>“Validity: The Overt in Search of the Covert” (Ch. 2, pp. 17-33) and “Reliability: Assessment’s Righteous Rascal” (Ch. 3, pp. 34-51) from Popham, W. J. (2018). <i>Assessment literacy for educators in a hurry</i>. ASCD.</p> <p>Truckenmiller, A. J., Cho, E., Bourgeois, S., & Friedman, E. (2024). Uses and misuses of commercial reading assessment: An applied framework for decision making in grades K through 6. <i>The Reading Teacher</i>, 77(5), 609-623. https://doi.org/10.1002/trtr.2274</p> <p>QRI-7 (2021) – Sections 1, 2, 3, & 13</p>	Module 2 activities
May 27	Last Day to Drop This Class with 100% Tuition Refund		

Date	Topic	Readings	Assignments
Module 3 May 30 – June 5	Effective Practices for Assessment	<p>Wolsey et al. (2020) - Ch. 6</p> <p>Catts, H. W. (2022). Why state reading tests are poor benchmarks of student success. <i>The Reading League Journal</i>, 3(1), 15-23.</p> <p>Frey, N., Ojeda, A. G., & Fisher, D. (2023). Best practices in literacy assessment. In L. M. Morrow, E. Morrell, & H. K. Casey (Eds.), <i>Best practices in literacy instruction</i> (7th ed., pp. 393-408). The Guilford Press.</p> <p>International Literacy Association. (2017). <i>The roles of standardized reading tests in school</i> [Literacy leadership brief]. https://literacyworldwide.org/get-resources/position-statements</p> <p>International Literacy Association. (2020). <i>Making sense of elementary school reading scores</i> [Literacy leadership brief]. https://literacyworldwide.org/get-resources/position-statements</p> <p>National Council of Teachers of English (2018). <i>Literacy assessment: Definitions, principles, and practices</i> [Position statement]. https://ncte.org/statement/assessmentframingst/</p>	Module 3 activities Student Due
June 3 Last Day to Withdraw from This Class (No Tuition Refund)			
Module 4 June 6 – 12	Assessment for Intervention	<p>Wanzek et al. (2020) - Ch. 1 & 8</p> <p>International Literacy Association. (2020). <i>Intensifying literacy instruction in the context of tiered interventions: A view from special educators</i>. [Literacy leadership brief]. https://literacyworldwide.org/get-resources/position-statements</p>	Module 4 activities Assessment Analysis
Module 5 June 13-19	Analyzing and Reporting Data	<p><i>QRI-7</i> (2021) – Sections 4-9 & 11</p> <p>“Patterns of Reading Difficulty” (Ch. 2, pp. 18-27) from Caldwell, J. S., & Leslie, L. (2013). <i>Intervention strategies to follow informal reading inventory assessment: So what do I do now?</i> Pearson.</p>	Module 5 activities Diagnostic Plan 1
June 18 OPTIONAL Synchronous Class Meeting, 6:30-7:30 p.m.			

Date	Topic	Readings	Assignments
Module 6 June 20-26	Classroom Assessment	Wolsey et al. (2020) - Ch. 3, 4, & 5 Chappuis, J. (2014). Thoughtful assessment with the learner in mind. <i>Educational Leadership</i> , 71(6), 20-26. Griffith, R., & Lacina, J. (2017). Teacher as decision maker: A framework to guide teaching decisions in reading. <i>The Reading Teacher</i> , 71(4), 501-507. https://doi.org/10.1002/trtr.1662	Module 6 activities Reflection 1 & Diagnostic Plan 2
Module 7 June 27 – July 3	Communicating Assessment Results	Wolsey et al. (2020) - Ch. 8 “Preparing a Diagnostic Reading Report” (Ch. 12, pp. 287-294) from Stahl, K. A. D., Flanigan, K., & McKenna, M. C. (2020). <i>Assessment for reading instruction</i> (4th ed.). The Guilford Press. Garas-York, K. (2019). Organizing and implementing a parent-literacy specialist conference. <i>The Reading Teacher</i> , 73(1), 99-102. https://doi.org/10.1002/trtr.1792	Module 7 activities Reflection 2 & Diagnostic Plan 3
July 5 - 15	Additional Diagnostic Plans & Reflections (as required) DUE: PBA – Diagnostic Report (VIA/SLL in Bb, by 11:59 p.m., Monday, July 15)		