Instructor: Kelly M. Smart, M.A., M.Ed., and Ed. Leadership Certification
E-mail: smartk@manateeschools.net or ksmart@sar.usf.edu

Office Hours: By Appointment or After Class

Course Description:
This course will prepare pre-service teachers to use multiple assessment measures to assess and diagnose students’ strengths and needs in literacy learning. Based on individual student profiles, pre-service teachers will design instruction to enhance literacy development. Pre-service teachers will be required to assess and tutor a child throughout the term.

Prerequisite: RED 4310

Required Texts

Canvas Use: The class syllabus is posted in Canvas, an online course management system. In this class, Canvas will be used for announcements, handout materials, and grade book. Information on how to use Canvas is available at: http://www.usfsm.edu/infocommons/students.php

Critical Tasks and TaskStream: TaskStream is a web-based electronic portfolio required of all students in the College of Education (COE) programs. It provides a way to submit documents, called Critical Tasks to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, the faculty and professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Assignments should be sent to the instructor, Kelly Smart at ksmart@sar.usf.edu, via email attachment, for initial grading. After a Critical Task assignment has been graded and has met the required score of a 3 or higher, it must be uploaded to your electronic portfolio on TaskStream, in order for you to pass the course. The Critical Tasks for this course are: Assessment of an English Language Learner, and Assessment and Instruction Case Study Report & Final Presentation. Remember, failure to upload the Critical Task may result in a failing grade.

**Important note:** If you receive a CT score of a 1 or a 2 you will have the opportunity to revise your paper to improve your score to a 3 before submitting it to TaskStream. This opportunity is for improving a CT score only, not a grade for the class.
**Case Study Student** - The student should be an at-risk English language learner and, preferably, in 2nd, 3rd, or 4th grade. The student will be assessed and their progress monitored during a minimum of 6 tutoring sessions. Lesson plans, along with a writing sample from the student, must be completed for each session and will be submitted throughout the course. *A sample lesson plan and lesson plan template is available on Canvas.

**Essential Assignments:** These are assignments that have been aligned with one or more FLDOE curriculum requirements, i.e., ESOL standards, Reading Competencies, or Florida Teacher Competencies/Skills.

**Course Objectives**

**Course Alignment:**
- FL Educator Accomplished Practices: 1, 3, 4, 8, 12
- Reading Endorsement Competencies: 1, 2, 3, 4
- USFSM COE Conceptual Framework: 8, 9, 10
- USFSM COE Candidate Proficiencies: 1, 3, 4a, 4b, 5a
- ESOL Standards: 5

Upon successful completion of this course, pre-service teachers will have:
1. Identified purposes of various reading and writing assessments and the design of various types of assessment tools, e.g., standardized tests, informal assessments of products and of processes, criterion referenced assessments, performance based assessments.
2. Analyzed assumptions about learning and culture that underpin assessment tools and identify how to use this information to choose appropriate tools. Evaluated assessment tools and their use for bias, strengths, weaknesses, fairness and consistency in administration and evaluation.
3. Administered appropriate literacy assessments, determining what needs to be assessed and what tool(s) would be appropriate.
4. Gathered information from standardized and non-standardized assessment tools and demonstrated how to analyze and interpret assessment data; identify patterns of convergence of evidence, that is, information from different sources that support reasonable conclusions about a child’s literacy.
5. Demonstrated ability to communicate assessment data to families, to colleagues and to team members, orally and in writing.
6. Demonstrated how to plan for instruction based on assessment data and knowledge about reading and writing and children’s literacy development.
7. Described the relationship between instruction and assessment and identify ways to assess the literacy development of emergent, novice, transitional and expert readers and writers.
8. Demonstrated ability in matching and adapting materials for students having various levels of proficiency in reading, including materials for English Language Learners and students with special needs.
9. Given explanations of proposed causes of reading difficulties and how each impacts decision making about instruction.
10. Written a post tutoring report, including an assessment of a student’s literacy strengths and instructional needs, the subsequent instructional program, the results of implementing the program, and recommendations for further work with the student.
11. Explained how to evaluate literacy environments for appropriate instructional components, materials, multicultural perspective, and physical design.
12. Explained the use of benchmarks and descriptors of children’s progression from emergent to fluent readers as a way to identify progress and to plan instruction.
13. Recognized the ethical dimensions of teachers’ literacy practices with respect to developmentally appropriate, individualized assessment and instruction.
Assignments

Graded activities through which competencies are developed and demonstrated.

#1. Assessment of Technology use in the Schools (Essential Assignment)
FEAPs 12

Identify various ways technology is used in your school building or in a local school. Look for instructional use, teacher support use, and assessment use. Write a report describing technology use. Be specific about programs/software/Internet sites. For technology used in assessment, delve more deeply to evaluate the technology and the information these assessments provide teachers and administrators. How is it useful or not useful? How is cultural bias controlled? How is data used? (Minimum of 5 full pages double-spaced, Times New Roman 12 pt font.)
Due 9/17

#2. Assessment of an English Language Learner (Critical Task)
FEAPs - 2010 Standards Levels: 4. a, c, d
FL-USFSM COE Candidate Proficiencies (2013): 3, 5a
Florida Teacher Standards for ESOL Endorsement: Domain 5, Standard 1

Administer three types of assessments to a student for whom English is a second language. The assessments to be administered are, 1. Elementary Reading Attitude Survey and the Writing Attitude Survey; 2. The Words Their Way Elementary Spelling Inventory; and 3. The QRI-5 word lists (QRI-5 passages are not to be administered for this assignment). Write a report that includes: (a) a brief description of the student (home language, proficiency in home language and in English; school context; (b) background information about the assessments; (c) a summary of results; (c) an analysis of the examinee’s responses; and (d) a discussion of the limitations and strengths of assessment for the ELL. (Minimum of 5 full pages double-spaced, Times New Roman 12 pt font.) *Submit original copies of assessment results with this paper as well as your tutorial lesson plans.
Due: 10/8

#3. Review of Assessments (Essential Assignment)
Florida Reading Competencies 3.1, 3.2, 3.4, 3.5, 3.6
FEAPs 1998: 1, 8

Select two of the three types of assessments utilized in this course. 1. Reading Attitude Survey & Writing Attitude Survey; 2. Words Their Way spelling inventories; or 3. QRI-5 word lists and passages. Write a review of these, addressing the following: the stated purpose of the assessment tools, research on the measure and what the author/publisher uses to support the instrument, information on validity, reliability, ease of administration and scoring, usefulness of the results to instruction of the individual, and how the results (data) could be used in the schools. (Minimum of 4 full pages double-spaced, Times New Roman 12 pt font.)
Due: 10/22

#4. Assessment and Instruction Case Study (Critical Task)
FEAPs - 2010 Standards Levels: 1. a, b, c, f; 3. a, c, h; 4. a, c, d, e, f
Florida Reading Competencies, Level 1 only (2012) – 1, 2, 3, 4
USFSM COE Candidate Proficiencies (2013) – 1, 3, 4a, 4b, 5a

Using a variety of assessment tools and principles, you will evaluate a child who is experiencing difficulty in reading/writing. You will plan and complete a full assessment and write a report of the results complete with recommendations for instruction that reflects solid knowledge of effective reading instruction. You will tutor this child, based on the assessment results, in an area determined through the assessments to be areas of need.

Assessment and Instruction Case Study Report (Critical Task component) – This report should include information you have gathered from the Elementary Reading Attitude Survey, Writing Attitude Survey, W.T.W.
Elementary Spelling Inventory, Feature Guide Analysis and your student’s orthographic stage of development and developmental writing stage. You should also include your student’s QRI-5 results, which would encompass; automatic/sight word analysis (word lists), analysis of miscues and cueing system usage, fluency, retelling, comprehension questions (implicit/explicit), the Reading Progress Continua and the Writing Continua. The recommendations portion of your paper should discuss (not just list) suggestions for further reading, writing, and spelling instruction support specific to your student’s needs. Your recommendations should offer detailed plans for each of your student’s literacy needs. A detailed plan for one area of your student’s literacy needs, in the area of word study, must be implemented and discussed in your paper. Your plan and implementation will be a word sort/activity from the W.T.W. text**. Additional literacy needs would include; appropriate reading and writing levels/stages, types of texts (narrative or expository), fluency, use of cueing systems, comprehension, retelling, stage of orthographic development and words sorts.

*It would be important to be thorough and give specific examples from your data and detailed explanations of your understanding of your student’s literacy development. Originals of the QRI-5 Profile Sheet, word lists, passages, miscue analysis worksheet, as well as the Reading Attitude Survey and Writing Attitude Survey scoring sheets, WTW spelling inventory feature guide, student’s spelling attempts, Reading Progress Continua, Writing continuum and your tutorial lesson plans should be submitted along with this paper. (Minimum of 7 full pages double-spaced, Times New Roman 12 pt font.)

Due: 11/5

**Word sorts/activities must also be demonstrated in class. These demonstrations may begin the week of 10/22 and will continue through 12/3.

QRI-5 Results and Passages – The QRI-5 should be administered, orally, until a frustration level is reached on the word lists and on the narrative or expository passages. This will allow you to determine your student’s instructional level on the QRI-5. The QRI-5 results section of your case study should include the following:

i. Student Profile Sheet (p. 87) - Record all word lists used and passages read, to frustration, for narrative or expository texts. (Sample on p. 97)

ii. Word Lists Independent to Frustration

iii. Copies of the Teacher Scoring Sheets for all passages administered (narrative or expository). This section should include all of the pages of concept questions; text with miscues marked, retelling, and comprehension questions.

iv. Miscue Analysis Worksheet (p. 67) – Complete worksheet and analyze miscues from the narrative or expository passage that was on an instructional level. You must analyze at least 8 miscues. If the instructional passage does not provide 8 miscues to analyze you will need to analyze errors from other passages as well. Sample on CD.

Due 11/5

Reading Progress Continua and Writing Continua – Determine your student’s fluency, retelling, and developmental reading levels on the Reading Progress Continua after administering the QRI-5 passages. Determine your student’s developmental writing stage using the Writing Continuum based on the writing they do during your tutorial sessions. Utilize the information, from both continuums, when writing your Assessment and Instruction Case Study report.

Completed continuums are due: 11/5

# 5. Presentation of Case Study (Critical Task component)

You will share your assessment results with your classmates on 12/3 and 12/10 (if necessary). Your prepared final presentation should offer a synthesis and reflection of your case study through the use of an overhead or PowerPoint presentation. You will be allotted approximately 5 minutes to present your information. (A copy of your presentation along with your Assessment and Instruction Case Study report must be submitted to Taskstream under the Assessment and Instruction Case Study option.)
Grading Criteria

Class Participation and Attendance – Active participation and attendance is essential and expected for each class session. You cannot keep up with the additional information and group learning activities if you are not present and involved. A significant portion of the course content will be acquired through lecture, demonstration, case study analysis, handouts, and cooperative problem solving during class time. One class may be missed with no make-up work required. If a second class is missed, an outside reading assignment of three articles and a written reflection assignment for each of the three articles will be necessary to make up the missed class time or 3 points will be deducted from your attendance grade. It is your responsibility to make the arrangements if you wish to do the make-up work assignments. (No other extra credit opportunities are available for this course.) A third class missed will result in your grade being lowered to a C and a fourth class missed will result in your grade being lowered to a D, due to essential portions of the course not being fulfilled. If you are absent, it is your responsibility to obtain notes and information from a classmate. Consistent tardiness and/or leaving early will result in points deducted from your attendance grade. Attendance and participation are 10% of your grade.

Grades will be based on quality of work and the demonstrated level of competence in meeting course objectives. You are expected to come to class prepared for active participation. Assignments should be thoroughly prepared, completed, and submitted on due dates. Assignments turned in over 24 hours late will be deducted 5 points. Assignments turned in beyond 3 days late will not be accepted. All papers and written projects must demonstrate college quality writing. Expectations include correct spelling, appropriate punctuation, complete sentences, clear/concise writing, Standard English, and a well-organized composition. Use APA style for citations and references. All work submitted should be proofread prior to submission. Assessment will be based on content AND written presentation. Poor quality writing will result in a lower grade.

- **A** (90-100) reflects exemplary work, knowledge and skill in meeting the performance objectives – participant went beyond requirements, is analytical, reflective and professional in stance, and demonstrates a strong understanding of literacy assessment.
- **B** (80-89) reflects good, competent work, knowledge, and skill in meeting the performance objectives. Participant demonstrates a good understanding of literacy assessment.
- **C** (70-79) reflects satisfactory, adequate work, knowledge, and skill in meeting the performance objectives minimal requirements. Participant demonstrates a minimal understanding of literacy assessment.
- **D** (60-69) reflects inadequate work, knowledge, and skill in meeting the performance objectives and fails class.

**NOTE:** In accordance with the USF Graduate Studies Catalog, no grade below “C” will be accepted toward a graduate degree. This includes C- grades.

Grading Scale

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assessment of Technology Use in the Schools</td>
<td>20</td>
</tr>
<tr>
<td>Assessment of an English Language Learner</td>
<td>20</td>
</tr>
<tr>
<td>Review of Assessments</td>
<td>15</td>
</tr>
<tr>
<td>Assessments and Instruction Case Study Report</td>
<td>25</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Class Participation and Attendance</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course Topic Outline and Assignments

Date: August 27
Topic: Introductions, Course and Text Review, Purpose of Reading Assessment, Motivation, Elementary Reading Attitude Survey and Writing Attitude Survey
*Print articles and surveys, Measuring Attitude Toward Reading: A New Tool for Teachers and Measuring Attitude Toward Writing: A New Tool for Teachers located at: http://www.professorgarfield.org/parents_teachers/printables/reading.html Click on The Reading Survey and The Writing Survey located to the left of the little printer in the middle of the page. Please bring both articles, complete with survey, to our first class meeting on September 3rd.
Readings/Assignments for 9/3: Caldwell, Reading Assessment (R.A.), Chapters 1, 2, 4 & 6 pages 132-151 (Early Efforts in word Identification: Running Records)

Date: September 3
Topic: Review Reading and Writing Attitude Surveys, Assessment as Part of Instruction, Running Records
Assignments Due: Readings
Readings/Assignments for 9/10: Bear, et. al, Words Their Way (W.T.W.) Chapters 1 and 2

Date: September 10
Topic: Introduction to Word Study and Spelling Inventory Procedures and Practice
Assignments Due: Readings
Readings/Assignments for 9/17: Caldwell, (R.A.) Chapter 7 pages 153-162 (Up to Miscue Analysis), Bear, et. al (W.T.W) Chapter 3, QRI-5, Sections 6 and 7, and Assessment of Technology Use in Schools paper

Date: September 17
Topic: QRI-5 Word Lists-procedures and practice, Word Sorts-Developing a Plan of Study
Assignments Due: Readings and Assessment of Technology Use in Schools paper
Readings/Assignments for 9/24: Caldwell, (R.A.) Chapter 3 & 5, QRI-5, Sections 8 &10

Date: September 24
Topic of Study: QRI-5 Passages-procedures and practice
Assignments Due: Readings
Readings/Assignments for 10/1: QRI-5, Section 11 and bring WTW spelling inventory results and all QRI-5 word list results you may have completed for review in Guided Workshop

Date: October 1
Topic: QRI-5 Passages Cont., Guided Workshop for spelling inventories and QRI-5 Word Lists
Assignments Due: Readings and WTW spelling inventory results as well as any QRI-5 word list results you may have completed for review during the Guided Workshop
Readings/Assignments for 10/8: Chapter 7 pages 162-177, QRI-5, Section 9 and Assessment of An ELL paper

Date: October 8
Topic: Miscue Analysis, QRI-5 Miscue Analysis Worksheet
Assignments Due: Readings and Assessment of An ELL paper
Readings/Assignments for 10/15: Caldwell, (R.A.) Chapter 11, QRI-5, Sections 12 &13

Date: October 15
Topic: Reading Progress Continua, Writing Continua, QRI-5 Student Profile Sheet, QRI-5 Guided Workshop
Assignments Due: Readings
Date: October 22  
Topic: Vocabulary and Comprehension  
Assignments Due: Readings and Review of Assessments paper, *word sort/activity presentations  
Readings/Assignments for 10/29: Caldwell, (R.A.) Chapter 8, Reading Teacher -Phonemic Awareness articles (3 total). Articles can be located in the module titled Phonemic Awareness Articles on Canvas.

Date: October 29  
Topic: Fluency, Phonics and Phonemic Awareness  
Assignments Due: Readings, *word sort/activity presentations  
Readings/Assignments for 11/5: Caldwell, (R.A.) Chapter 6 pages 115-132 (top of page) Assessment and Instruction Case Study Report

Date: November 5  
Topic: Early Literacy Assessments  
Assignments Due: Assessment and Instruction Case Study Report, *word sort/activity presentations  
Readings/Assignments for 11/12: None

Date: November 12  
Topic: Early Literacy Assessments Continued  
Assignments Due: * word sort/activity presentations  
Readings/Assignments for 11/19: None

Date: November 19  
Topic: Effective Classroom Management  
Assignments Due: *word sort/activity presentations  
Readings/Assignments for 12/3: Case Study Presentation

Date: November 26 – No class meeting – prepare for Case Study presentations

Date: December 3  
Topic: Case Study Presentations  
Assignments Due: Case Study Presentations

Date: December 10  
Topic: Continue Case Study Presentations if necessary, All Critical Task papers must be submitted to TaskStream by this date.

*Course outline is subject to change.  
*Permission is not granted to sell notes or make recordings of class lectures.

USFSM Policies

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.
C. **Contingency Plans**: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. **Disabilities Accommodation**: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Pat Lakey, Coordinator, 941-359-4714, plakey@sar.usf.edu, www.sarasota.usf.edu/Students/Disability/

E. **Fire Alarm Instructions**: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. **Religious Observances**: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. **Web Portal Information**: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.
<table>
<thead>
<tr>
<th>level 1: Unacceptable</th>
<th>level 2: Marginal</th>
<th>level 3: Meets Standard (target 1)</th>
<th>level 4: Advanced (target 2)</th>
<th>level 5: Exceptional (note, attainment should be rare)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete or insufficient</td>
<td>Underdeveloped</td>
<td>Meets standards for knowledge and skills with some support, coaching, scaffolding</td>
<td>Meets all and exceeds some standards</td>
<td>Exceeds expectations</td>
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<tr>
<td>Did not adequately demonstrate knowledge or skill</td>
<td>Marginal performance</td>
<td>Consistent demonstration of knowledge/skill</td>
<td>Skilled, independent demonstration of competencies</td>
<td>Outstanding</td>
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<tr>
<td>Demonstrated knowledge or skill inaccurately</td>
<td>Work is approaching, but not yet consistent in performance, indicating partial understanding</td>
<td>Proficient with respect to stated criteria</td>
<td>Advanced understanding demonstrated</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Fails to perform with support</td>
<td>Required a great deal of support</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills</td>
<td>Goes beyond what was explicitly taught or expected</td>
<td>Fully independent</td>
</tr>
<tr>
<td>Shows minimal or little understanding</td>
<td>Incomplete account, or unsubstantiated generalizations</td>
<td>Focused, coherent, detailed enough so that essential elements are communicated</td>
<td>Evidence of novel thinking or application of knowledge and skills</td>
<td>Meets level expected of an experienced educator</td>
</tr>
<tr>
<td>Is incoherent, unfocused,</td>
<td>Products show limited responsiveness to feedback (i.e., unable to understand well enough to incorporate feedback)</td>
<td>Able to demonstrate knowledge and skill</td>
<td>Rare and minor errors</td>
<td>Expert demonstration of knowledge and skill</td>
</tr>
<tr>
<td>Perfunctory generalization; unexamined hunch; borrowed ideas</td>
<td>Many errors</td>
<td>Minimal errors</td>
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<td>Superior with in-depth understanding and exemplary display of skills</td>
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<tr>
<td>Filled with errors</td>
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<td>Comprehensive; an unusually thorough demonstration of knowledge and skills</td>
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<td>Use knowledge and skill and adjust understanding well in diverse and difficult contexts – masterful ability to transfer.</td>
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