California State University, Long Beach
College of Education
Department of Teacher Education
EDRG 551: Assessment and Instruction in Reading and Writing
Summer 2021

Professor: Dr. Stacy A. Griffin
Office: Virtual Office or Email
E-mail: stacy.griffin@csulb.edu

College of Education Vision and Mission Statement
Vision: Equity & innovation, scholarship, and advocacy.

Department Vision Statement
The Department of Teacher Education at CSULB prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents, families. Our inquiry- and experience-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

Syllabus

You are responsible for the information and requirements in the syllabus, course calendar, criteria stated in assignment rubrics, announcements, course material displayed on BeachBoard, and email. The syllabus represents a contractual agreement between the student and the instructor. Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus.

Course Description
- x Prerequisite: Admission to Reading Certificate Program or consent of the instructor
- x A component of the K-12 Reading Authorization
- x Comprehensive study of reading and writing assessment and instruction
- x Examination and evaluation of procedures, strategies, and materials effective in designing appropriate reading and writing instruction with an emphasis on early detection and correction of reading difficulties
- x Fieldwork required

Required Reading

Popham, W. J. (2020). Classroom assessment: What teachers need to know. (9th Edition). PearsonISBN 9780135569108

Audio and digital version available at:

10. Demonstrate competence in assessing children's and adolescents' spelling and writing development
11. Demonstrate competence in assessing children's and adolescents' reading and writing interests
12. Compare and contrast varied standardized instruments for assessing and diagnosing students' reading and writing development
13. Complete a detailed assessment and instructional plan for two students, one a beginning reader and the other an older student experiencing reading difficulties
14. Demonstrate comprehensive understanding and application of the diagnostic teaching model
15. Demonstrate competence in determining whether a referral for special services (e.g., pullout intervention, or special education), is warranted, based on assessment results
16. Demonstrate competence in evaluating standardized tests for reading/language arts
17. Demonstrate an ability to collect and disaggregate data

Outline of Subject Matter

1. Theory into Practice
   A. Historic, cognitive, social, legal, and political perspectives on reading and writing
   B. Students with special needs
   C. An interactive view of reading and writing
   D. Reading and writing disability and the assessment-instruction process

2. Evaluating the Instructional Context
   A. Strategies for assessing literacy learning environments, instructional settings, and resources in reading and writing performance, including students' use of and competence in academic language
   B. Strategies and tools for assessing instructional approaches, emergent literacy, teacher-initiated assessment, informal classroom-based assessment, and structured inventories
   C. The role of standardized testing and formal assessment tools

3. Interactions
   A. Reflection, decision making, and planning
   B. Diagnostic teaching

4. Instruction
   A. Making decisions: Long-term planning
   B. Getting started using high-utility strategies
   C. Making decisions: Planning for individual students
   D. Adapting instruction to focus on word recognition, spelling, word analysis, vocabulary, comprehension, composition, and studying
   E. Instructional strategies for promoting comprehension and independent reading
   F. Specially designed instruction for English language learners (SDAIE)

5. Models and Approaches of Intervention
   A. Early literacy models

B. Older reader models
C. In-class models

6. Professional Roles and Responsibilities
   A. The role of the reading/language arts professional
   B. The role of the family and stakeholders in promoting literacy development
   C. Reporting to others: Diagnostic reports and case studies
   D. Aligning assessment and instruction

Student Responsibilities
1. Participation

x   When contacting the instructor, include the title and section of the course you are inquiring

Course Policies

Plagiarism/Academic Integrity Policy
There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented

Please note that any assignment that is due to the Dropbox has an 11:59 pm Sunday deadline except for the second case study. That is due by 11:59 pm on a Wednesday.

1. Readings Discussion Board (RLS 2.2, RLS 2.5, RLS 3.4 Introduced and Practiced, RLS 2.4 Practiced)

   Each week you will complete assigned chapter/article readings and record your reactions to the readings. Your initial response should be substantive (a minimum of 200 words, references course readings, theory, or personal experience). You are expected to read all posts and reply to at least one other.

   What to write about: Include in your response one or more of the following types of discussion board postings:

   x   Tell your story. read al 1 (l)-1.05 0 Td (.)Tj 07nd re001 Tw9 >>>BDC BDC BT /C2_0 17 Tf 1:

Below is an example of a reference using the current version Ed. 7 APA style formatting:

Bailey, N. W. (2012). Evolutionary models of extended phenotypes. Trends in Ecology &

Evolution, 27(3), 561-569. https://doi.org/10.1037/rev0000126

3. Standardized Test Review (Appendix A) (RLS 2.2, RLS 2.3 Introduced and Practiced)
   For this assignment, you will work with a partner or partners. Each team will critically evaluate one standardized assessment related to reading. Your team will conduct an Internet search and agree on one formal reading assessment to analyze. Your team will complete the Standardized Test Evaluation Sheet (available below and on BeachBoard). One member of your team will upload the form to the Dropbox on or before the posted due date. Please see our Discussion Board to join a team.

4. Case Studies (Refer to Appendices B, C, and D) (RLS 2.3, RLS 2.6, RLS 3.4 Introduced and Practiced, RLS 2.1, RLS 2.4, RLS 3.2.1, RLS 3.2.2, RLS 3.2.3, RLS 3.2.4, RLS 3.2.5, RLS3.2.6, RLS3.3, RLS 3.5, RLS 3.8, RLS 3.9 Practiced, RLS 3.7 Practiced and Assessed)
   The field requirement for this course involves a case study of two children, one who is a beginning reader and the other who is an older child exhibiting reading difficulties. One of the students must be an English Learner. The detailed guidelines for case studies are on BeachBoard under the Content tab.

   If you teach grades K-5, you may work with one of your own students AND one from a grade in 6-8 or 9-12 who may be a neighbor's or a relative's child (not your own child), or a child in a middle or high school convenient to you.

- x Partial or off-topic assignments will not be accepted for grading
- x <u>Late submissions</u>, within one week of the deadline, will be penalized by 20%.
- x No late assignments will be accepted <u>7 days after the initial due date</u> or one week before the final day of class, or thereafter.
- x Keep a copy of each assignment for your own records.

At the instructor's discretion, you will be given the opportunity <u>to resubmit</u> up to two (2)

			Journal Abstract and Reflection (Due on or before 11:59pm on Sunday, 5/30/21) (RLS 2.1 Practiced)
Two (May 31- June 4)	Evaluating the Instructional Context	Week Two: Content	

(RLS 2.3, RLS 2.6, RLS 3.4 Introduced and Practiced, RLS 2.1, RLS 2.4, RLS 3.2.1, RLS3.2.2, RLS 3.2.3,RLS 3.2.4, RLS3.2.5, RLS 3.2.6,RLS 3.3, RLS 3.5, RLS 3.8, RLS 3.9 Practiced, RLS 3.7 Practiced and Assessed)

Appendix B

Quick Assessment Guide for English Language Development Stages of Acquisition
(Aligned with CELDT and ELD Content Standards)

Stage	Average Duration	Student Behaviors	Instructional Strategies	Questioning Techniques
Emerging	6 months	•Can be silent •Yes/No responses •Can name objects •1-2-word responses •Shows comprehension by following directions	•Simple speech, caretaker speech •Use realia, visuals, gestures (TPR) •Do not force speech •Read to student	•Yes/No questions •Fill in the blank (cloze) •Listing items •Categorizing pictures
Emerging	3 months 1 year	•Speaks simple sentences •Retell story events •Reads basic vocabulary, simple sentences •Frequent grammatical errors in speech	•Use allthe above •Use predictable books	

Appendix C

EDRG 551 Assessment and Instruction in Reading and Writing
1st

Appendix D

EDRG 551 Assessment and Instruction in Reading and Writing
2nd Case Study Report Grading Rubric

Evaluation of Context & Learner   1_____2_____3_____4_____5

Analysis & Evaluation
of Assessments   1_____2_____3_____4_____5

Critical Thinking   1_____2_____3_____4_____5

Detailed Instructional Plan   1_____2_____3_____4_____5

Quality of Work   1_____2_____3_____4_____5

5   Excellent evaluation of the match between the learning context and learner. Outstanding
       analysis and evaluation of assessments. Critical thinking clearly evident. Exceptionally
       detailed instructional plan. Case study report is totally professional in appearance.

3   Good evaluation of the match between the learning context and learner. Satisfactory
       analysis and evaluation of assessments. Some critical thinking evident. Average
       instructional plan.   Lacking elements of professional appearance in the case study report.

1   Poor evaluation of the match between the learning context and learner. Inadequate
       analysis and evaluation of assessments. Very little evidence of critical thinking.
       Insufficient instructional plan. Less than professional in appearance in the case study
       report.

Comments: