

EDRD 431- Assessment Strategies for Reading
College of Education
University of South Carolina

I. Descriptive Information

- A. Course number and title: EDRD 431 – Reading Assessment
- B. Catalog description: Seminar and supervised one-on-one field experience focused on reading assessment of and instruction for individual children and for groups of children.
- C. Course credit: 2 semester hours
- D. Prerequisites: Admission to the Professional Program
- E. Intended audience: Undergraduate students pursuing teacher certification
- F. Instructors: Language and Literacy faculty

II. Statement of Goals and Objectives

- A. Goal. This class is designed to help students broaden and deepen their understanding of the reading process and of reading assessment so they can be helpful to (a) a particular child they work with, (b) the children with whom their peers work, and (c) the children in their practicum classrooms.
- B. Core Objectives in Language and Literacy courses: The students will
 - 1. Recognize that reading should be taught as a process
 - 2. Understand, respect, and value cultural, linguistic, and ethnic diversity
 - 3. Recognize the importance of literacy for personal and social growth
 - 4. Recognize that literacy can be a means for transmitting moral and cultural values
 - 5. Perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by written language, and the context of the reading situation
 - 6. understand that goals, instruction, and assessment should be aligned
 - 7. recognize how differences among learners influence their literacy

development

8. pursue knowledge of literacy by reading professional journals and publications
9. reflect on one's practice to improve instruction and other services to students
10. participate in local and state professional organizations whose mission is the improvement of literacy

C. Course Objectives. The primary objectives of this course are for students to

1. Integrate reflective teaching practices (exit slips, student analyses, Hypothesis-Test Process) into one's curricular and instructional practices.
2. Demonstrate an understanding of how to use the above to inform instructional and curricular decisions in a Reflective Teaching Cycle.
3. Successfully use the HT process and assessment procedures to better understand one particular child as reader and writer.
4. Understand at a basic level the differences among informal, norm and criterion referenced measures, and how to interpret scores.
5. Understand the interaction among assessment and instruction.
6. Understand how to integrate assessment, instruction and curriculum.

In order to achieve these goals and accomplish these objectives, participants need to:

- learn about how exemplary language arts students use assessment to inform instruction;
- know basic principles of assessment for classroom use (observation, informal, and formal assessment);
- be introduced to the professional terminology and characteristics of assessments and instructional practices that provide multiple indicators of learner progress (norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal

records, journals, and other indicators of student progress to inform instruction about learning);

- learn about and administer these assessment tools: Observation Survey, Running Record, Miscue Analysis, DRA, Dominic;
- be introduced to sources of professional literature that will support continued learning about assessment and instruction;

Through direct work with children, the student will:

- learn about and experiment with various systems for recording and monitoring information about children as readers and writers: e.g. anecdotal records, assessment notebooks, checklists, surveys, portfolios;
- explore individualized and small group instructional strategies that follow from assessment;
- observe “behind the glass” teaching demonstrations at the university and engage in dialogue about the art of using assessment to inform instruction;
- create an instructional plan based upon student strengths and needs and receive feedback from peers and instructors on interactions during tutoring;
- teach students to connect prior knowledge with new information;
- teach students strategies for monitoring their own comprehension;
- implement effective strategies for small groups of students with instruction that is based upon particular reading needs;
- use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently across genres for information, pleasure and personal growth;

III. Required Texts, Readings and Memberships

Articles from Course Article Packet on Blackboard

Stephens, D. & Story, J. (1999). Assessment as Inquiry. Urbana, IL: National Council of Students of English.

Clay, M. M. (1985) The Early Detection of Reading Difficulties. Auckland, New Zealand: Heinemann

Clay, M. M. (2002) Observation Survey of Early Literacy Achievement. Auckland, New Zealand: Heinemann

Clay, M.M. (2000) Running Records for Classroom Students. Auckland, New Zealand: Heinemann

Stephens, D., Story, J., & Meyer- Reimer, K. (1995). Miscue Analysis for Classroom Students, Primary Voices, November. Urbana, IL: National Council for Teacher's of English.

Self-selected books and articles driven by participant's particular needs and questions.

Articles in journals which participants receive this semester as part of required membership in either International Reading Association or National Council of Students of English

IV. Academic Course Requirements

The intent of this course is to help students broaden and deepen their understanding of the reading process so they can be genuinely helpful to all students as readers.

A. Field Work/Practicum. (One morning a week in a classroom identified by the professor of record as an exemplary language arts classroom).

Observe the teacher's kidwatching/assessment practices. Keep a double-entry journal for observations/reflections.

Work collaboratively with the teacher to select a child to read and write with, one-on-one. Keep records of work with that child and portfolio of literacy products. Use this kidwatching data to develop an action plan that builds on the student's interests, strengths and needs and includes reading and writing engagements and instruction that will support the growth of that child as reader and writer.

Identify a child who struggles as a reader. Use the recording/monitoring systems discussed in class to collect data on that child.

Collaborate with teacher to match assessment tool (see list below) to particular children and then administer those assessment to each of those children. Collaborate with the teacher about how such data can and will be used to inform instruction.

Provide assessment support to the teacher as needed (e.g. help administer Running Records to entire class).

B. Readings

(1) For all students: All students will become familiar with The Observation Survey, Running Records and Miscue Analysis, and the Dominic Reading and Writing Assessment Portfolio. Students will explore The Observation Survey and Running Records by reading Marie Clay's The Observation Survey of Early Literacy Achievement and her book Running Records. Miscue Analysis will be introduced using the November 95 issue of Primary Voices, and pages 328 - 357 in the Weaver's Reading Process and Practice. The Dominic Reading and Writing Assessment Portfolio will be provided for student use as part of the practicum experience. Everyone in the class will read Primary Voices (November 95 and January 97) as well as any articles assigned in class by the instructor.

(2) Inquiry-driven. As part of working one-on-one with a child, students will encounter aspects of the reading process about which they realize they need to know more. The instructor will recommend books, provide articles, and suggest other ways for students to obtain the expertise they need. Students will reflect on these, and all other readings, in a journal to which the instructor will respond.

(3) Tied to state or national conversations and/or NCATE standards: There are a number of tests used in the state and across the nation with which students need to become familiar. There are also a number of reading programs designed to help children improve as readers. In class, we will collectively brainstorm a list of these tests/programs. Students will

then identify a test/program they particularly wish to understand, work in small inquiry groups to learn about that material and design an effective way to share their understandings with the class.

C. Reflective Journal: Students will keep a weekly journal. It is reasonable for the instructor to respond to approximately 5 journals a week. The class size then determines how often students submit their journals (e.g. if there are 10 students in the class, the students will be turning in their journal every other week). The instructor will respond to your journal during the week and return it to you at the next class meeting.

D. Additional written assignments:

1) Each week, after working with their child, students will keep anecdotal records of their experience and complete an assessment form called an HT (for Hypothesis-Test) sheet. The instructor will respond on these sheets prior to or during subsequent instructional sessions.

2) At the end of the class, each participant will compose a letter to the student's parent and teacher, explaining what they have come to understand about their case study student and offering instructional suggestions. Using a writing workshop approach, the participants and each instructor will help with these letters during class time.

V. Administrative Course Requirements

A. Attendance. Students are expected to attend all regular class meetings. Unsatisfactory class attendance may be considered adequate reason for the instructor to request the student withdraw from the class.

B. Auditors are expected to conform to the same attendance requirements as students registered for credit.

VI. Evaluation and Grading

Course grading will be based upon completion of the follow assignments graded by the instructor:

Attendance and Participation	10%
Field Work	20%
Readings & Response	20%
Reflective Journal	10%
Lesson Records & Student Analysis	20 %
Parent/Teacher letter	5%

Final reflective narrative

15%

VII. Major Course Topics

Reading skills and strategies
Reading assessment tools
The HT Process
Assessment of individual students
Designing instruction to meet individual needs
Culturally responsive instruction
Assessment of groups of students
Designing instruction to meet the needs of all students

VIII. Bibliography

The theory and research which is the foundation this course is consistent with the beliefs, theory and research that undergirds the South Carolina Reading Initiative and with the South Carolina Language Arts Standards (both available on Blackboard).

In addition to the books and journals listed under Required Readings, Texts and Memberships, students will be exposed to and informed by

Goodman, Y.M. & Burke, C.L. (1972). The Reading Miscue Inventory Manual. Katonah, New York: Richard C. Owen.

Goodman, Y.M., Watson, D.J. & Burke, C.L. (1987). Reading Miscue Inventory: Alternative Procedures. Katonah, NY: Richard C. Owen.

Goodman, Y.M., Watson, D.J. & Burke, C.L. (1996). Reading Strategies: Focus on Comprehension. Katonah, NY: Richard C. Owen.

Johnston, P. (1992). Constructive Evaluation of Literate Activity. New York: Longman

Maxim, D. & Five, C.L. (Eds.). (1997). The teaching of reading strategies (themed issue). School Talk, 3(1). Urbana, IL: National Council of Teachers of English.

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