

STONE CHILD COLLEGE
EDU 340 LITERACY ASSESSMENT, DIAGNOSIS AND INSTRUCTION
COURSE SYLLABUS

COURSE INFORMATION

- A. Number: EDU 340
- B. Title: Literacy Assessment, Diagnosis and Instruction
- C. Credits: 3
- D. This course is offered Spring Semester

COURSE DESCRIPTION

Literacy Assessment, Diagnosis and Instruction provides an introduction to formal and informal reading and writing assessments and instructional strategies to accommodate variations in the K-8 literacy program. Candidates will learn how to modify instructional strategies to meet the needs of all developmental levels of readers and writers.

TEXT AND MATERIALS

- Shanker, James L. & Ekwall, Eldon E. *Locating and Correcting Reading Difficulties*. 10th Ed. Merrill Prentice Hall ISBN: 10: 0132929104
- Wilde, Sandra. *Miscue Analysis Made Easy: Building on Student Strengths*. Portsmouth, NH: Heinemann ISBN: 0325002398
- 3-ring binder (2")

CANDIDATE OBJECTIVES

1. Candidate will research and analyze various assessment methods used in K-8 classrooms with particular emphasis on Native American learners.
2. Candidate will apply information learned in class to improve their assessment techniques with students.
3. Candidates will create modifications of lesson plans to individualize for students' literacy needs.

RELEVANT PEPP STANDARDS AND InTASC PRINCIPLES

10.58.501 (a) Candidates will demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;

10.58.532 (a) Candidates will demonstrate knowledge and understanding of the major concepts, principles, theories, and research related to the development of children and young adolescents and apply these understandings to construct learning opportunities that support individual student development, acquisition of knowledge, and engagement in learning

10.58.532 (c) Candidates will demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement;

InTASC Principle 1: Learner Development The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive,

linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Assessment Indicator: 1.1 Design and implement developmentally relevant learning experiences for all learners

ASSIGNMENTS

You will need to work with an average to slightly struggling reader

1. **Administer** the a) McKenna and Kear Reading Attitude Survey (Garfield)

And b) Burke Reading Interview 20 pts ea. (50)

And c) one page (minimum) double-spaced, typed paper, **summarize** your findings. (10)

2. **Miscue Analysis: Conduct one (audio-taped) miscue assessment followed by an immediate retelling** on your chosen student. Transfer the miscues from the student reading (listening to tape and referring to your running record) to the *Simple Organizer*. Prepare a one page (minimum), double-spaced, typed reflection/summary of your initial discoveries from this first brief analysis, the highlights of which you will share with the class see rubric attached. (50)

3. **RMA: Conduct one RMA session with the student you worked with on the miscue analysis.** Be prepared to play the audio taped MA for your student. Use the simplified miscue RMA organizer and transfer info to the *advanced organizer* to aid you in the discussions with your student. Write a **two-page, double-spaced, typed summary** of the RMA session **using specific examples (at least two) of the student's responses** as well as your personal interpretation and analysis. What are the reader's strengths, weaknesses, and how would you provide remediation? (50)

4. Based on your miscue, RMA, and Burke and Garfield assessments, **develop an Instructional Plan and 2 lesson plans in SC C format (from a concept taken from Locating and Correcting Reading Difficulties text) to go with it.** This includes 2-3 learning goals, a typed, double-spaced summary of evidence from the assessments that led you to develop these goals, and 2 lesson plans. **Use the results from miscue analysis and the RMA session to help write the plan.** (50)

5. **Type a letter** to the parents explaining your work with the child, what you learned from the assessments and how that parent can support the child at home. **This letter will not actually go home to the child's parents;** it will be turned in to me for evaluation. (10)

6. **Research ONE reading program** currently in use on the reservation or ANYWHERE in the U.S. and create a **3 panel front-back brochure** informing the class of the key elements of the program. Questions to answer in the brochure might include; Where is the program in use? Is it research-based? How does it address the 5 Essential Components of Reading? What training is involved? What are the 'success stories'? Imagine that you are the manufacturer and your job is to SELL, SELL, SELL the program! Try to balance text with graphics, you want your brochure to be appealing as well as informational. Make sure to EDIT for grammar, punctuation and spelling. (30)

7. **Mini-lesson: Teach one mini-lesson from your text, Locating and Correcting Reading Difficulties** to your peers in this class. Use the mini-lesson format provided. Each student in the class should receive a copy of your mini-lesson. (50)

8. Reflective Essay for TEP II InTASC Principle 1 (50)

9. Evidence Documentation Form (50) Using the course assessments, complete the Evidence Documentation Form to submit an artifact as evidence of meeting PEPP Standards 10.58.532 (c) and 10.58.532 (a).

Course Grading Scale: 400 points total

400-360 A
 359-320 B
 319-280 C
 279-240 D
 Below 240

Rubric for writing assignments

- _ Ideas clearly articulated and reflective while supporting the purpose of the writing
- _ Organization reflects the purpose of the writing with attention to specific content and detail,
- _ Voice of the writer is natural, professional, and appropriate,
- _ Word choice reflects relevant terminology and educational nomenclature,
- _ Writing is fluent and easy to follow,
- _ Use of conventions is consistent with good teaching and modeling,
- _ The writing is neat and correctly formatted (including citations).

Lesson Plans & Mini Lesson plan

- Lesson plans will follow an adapted SCC Education Dept. format (see attached)
- Grading of lesson plans will follow the attached rubric.
- Mini lesson plan will follow attached format

RUBRIC FOR REFLECTIVE ESSAY: InTASC PRINCIPLE 1

The essential elements assessed in the Reflective Essay are: 1) The writing of the essay must be clear and articulate and reflect the 6 traits of writing (Ideas—the main message; Organization—the internal structure of the piece; Voice—the personal tone and flavor of the author's message; Word Choice—the vocabulary a writer chooses to convey meaning; Sentence Fluency—the rhythm and flow of the language; Conventions—the mechanical correctness; 2) the essay must include an explanation of how the Principle applies to the candidate's teaching and student learning; 3) the essay must describe examples of evidence related to the candidate's experiences and artifacts or evidence being submitted; 4) the essay must include a summary statement on the candidate's goals for continued growth and the candidate's continued commitment to implementing the principle in future work.

Stone Child College's Education Department Reflective Essay Rubric

Domain: _____ **InTASC Principle:** _____

Candidate: _____
 Reviewed by: _____ /Date/s: _____

Essential Elements for the Reflective Essay	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>In a thoughtful, articulate, and clearly written essay:</p> <p>(1) Explain how the principle is relevant or meaningful to your teaching and student learning;</p> <p>(2) Describe ways you have implemented the principle or examples of evidence that support your strengths;</p> <p>(3) Summarize your commitment to the principle and highlight your goals related to the principle.</p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

Score: _____ Comments and suggestions: _____

EVIDENCE DOCUMENTATION RUBRIC AND GUIDELINES

The essential elements for this assessment are: The artifact must demonstrate the candidate's ability **to design and implement developmentally relevant learning experiences for all learners.** (Assessment Indicator 1.1) by: **a)** applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology; **b)** planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creates engagement; and **c)** demonstrating knowledge and understanding of the major concepts, principles, theories, and research related to the development of children and young adolescents and apply these understandings to construct learning opportunities that support individual student development, acquisition of knowledge, and engagement in learning.

Essential Elements	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>The artifact must demonstrate the candidate's ability to</p> <p>1) apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology; 2) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement; 3) demonstrate knowledge and understanding of the major concepts, principles, theories, and research related to the development of children and young adolescents and apply these understandings to construct learning opportunities that support individual student development, acquisition of knowledge, and engagement in learning; and 4) The Evidence Documentation Form must reflect the 6 traits of writing.</p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

Miscue Analysis Grading Rubric

Miscue Analysis/*on time* (5/8) Y N (5) (-10 AFTER 1 WEEK)

Marked Typescript _____ (15)

Simple Organizer _____ (20)

Advanced Organizer (optional) _____

Summary _____ (35 total)

⇒ Student's information _____ (4)

⇒ Edited/# errors 0 - 2(8) 3- 5(3) 6 – 10(1) numerous errors/correct and resubmit (0)

⇒ Specific examples used to back up analysis _____ (5)

⇒ Clear analysis based on organizer _____ (15)

- Answered the question, "what specific strategies is this student struggling with and what patterns in the miscues do I notice?"

⇒ At least one full page _____ (3)

Assignment TOTAL _____/75

Retrospective Miscue Analysis Grading Rubric

Marked Typescript _____ (5)

Advanced Organizer _____ (5)

Summary _____ (40)

⇒ Student's information _____ (5)

⇒ Edited/# errors 0 - 2(10) 3- 5(5) 6 – 10(1) numerous errors/correct and resubmit (0)

⇒ Specific examples of student responses (at least 1) used to back up analysis _____ (5)

- ⇒ *Clear analysis based on discussion & organizer* _____ (20)
- *Answered the question, "What are the reader's strengths, weaknesses, and how will I provide remediation?"*

Assignment TOTAL _____ /50

[Student name]
 EDUC 340
 Individualized plan for _____
 November 17, 2008

Title: *Literacy Assessment & Instruction EDUC 340*

Subject: *This is the subject area that the lesson is primarily concerned with. Often there are multiple areas integrated; just list the primary one.* [example: reading]

Lesson Topic: *Within the subject area above, what specific learning is the lesson addressing?* [example: The topic of this lesson will be sight word recognition, reading rate, etc.; primarily forming a hypothesis and then researching to find out if the hypothesis was accurate.]

Standards Addressed:

MCCS.RI.4.3
Mt Common Core Standard Reading Informational Text Grade Level 4 Standard 3

CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
MCCS.RI.1.1	Ask and answer questions about key details in a text.
MCCS.RF.1.3b	Decode regularly spelled one-syllable words.
CCRA.RL.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
MCCS.RL.1.2a	Capitalize dates and names of people.

Grade & Learner Profile: *This is a short description of the make-up of the target student for the lesson. During student teaching and some field experiences, you may design a lesson for the actual students you are placed with... in other cases the lesson is not actually taught to children but may be written as a class assignment. For these circumstances, indicate a hypothetical classroom setting.* [example: 1 male, 2nd grade student]

Differentiation: Because this lesson plan is individualized according to your diagnosis of the struggling reader you can simply write, *individualized reading plan.*

Objectives: *In this section you need to list the learning objectives, or desired outcomes of the lesson. In other words, a list of things students will be able to know and/or do at the end of the lesson. This is certainly one of*

*the most important parts of your lesson plan, because it clearly states the lesson's purpose. The language used in objectives should be clear, to the point, and **measurable**... that is, students should be able to prove that they have learned the objective in a tangible way. Avoid terms like "students will understand" or "students will appreciate", because those statements are often difficult to assess. It is important that your objectives be directly linked to your assessment. Keep the number of objectives reasonable; 3 or 4 is usually sufficient, but for more involved lessons more may be appropriate.*

[Example:

- Student will create....
- Student will use...
- Students will demonstrate...
-

Materials Needed: Please list the page number from the textbook, *Locating and Correcting Reading Difficulties* from which you used as a reference for the lessons.

List any materials needed. [example: Paper, pencils, computer(s) with Internet access, marker board and markers for attention step, printout on how glass (or another example) is made from website "How Everyday Things Are Made" at <http://manufacturing.stanford.edu/>, computers with word processing available for final write-up.]

Instructional sequence: *A step-by-step description of how the teaching will take place.*

First Step – First the student will...

Step 2: Next,

Step 3:

Assessment: *Bulleted assessments that directly align with the objectives. Include an assessment sample for each lesson.*

Reflection: *You reflection will be included in your final RMA paper due at end of practicum*

	Needs Improvement (1)	Satisfactory (2)	Excellent (3)	
Title, Subject, Lesson Topic Materials Needed List	Two or more elements missing.	×	All required info. is present and accurate	
Standards	Student did not include standards or included only 1. Standards list is not accurate (missing benchmark description, incorrect listing). Standards may not be appropriate for lesson topic. Or standards do not reflect lesson activity.	Student has included 2-3 standards. Standards listed may reflect lesson activity in part but lack depth.	Student has included 3 or more standards. Standards span 2 or 3 content areas. Standards accurately reflect lesson activity.	
1 pt. Grade & Learner Profile	1 element missing. Elements present but inaccurate.	×	Grade level and class size present and accurate.	
Differentiation	Heading present but no information.	Brief description including <i>one</i> special learning need adaption. Description includes example but example unclear or missing explanation.	Student includes the following: <ul style="list-style-type: none"> • Clear explanation of how lesson will be adapted for <i>various</i> special needs learners <i>AND</i> • Includes specific example <i>with</i> explanation 	
Objectives	Objectives list missing or only 1 objective present. Objective not <i>measurable</i> .	Three or less objectives present. At least two of the objectives use language that is clear and <i>measurable</i> .	Three or more objectives listed. Objectives use language that is clear and <i>measurable</i> .	
Instructional Sequence	Instructional sequence is not present <i>or</i> some instructional sequence is present but is missing attention step and/or wrap-up step.	Instructional sequence has at least 3 sequential steps present but lacks detailed steps. Attention & wrap-up step are present but brief.	Instructional sequence includes 3 or more detailed steps. Attention & wrap-up steps are detailed and include appropriate, well thought-out lesson activity.	
Assessment	No narrative present. May include 1 lesson assessment with no details present.	3-5 sentence narrative present. 2 <i>types</i> of assessments included. Most assessments meet lesson objective.	3-5 sentence narrative present. Narrative includes detailed description of assessment. 2 or more types of assessments used. All assessments meet lesson objectives. Lesson plan includes sample rubrics/tests/other form of assessment.	
Reflection	Heading present but no	3 sentence reflection	4 or more sentences included	

The following format should be followed exactly when preparing your mini lesson to be presented to your peers and to be submitted for grading.

MINI LESSON

Name:

Subject:

Grade Level:

Date:

FOUND ON PAGE # _____

FOCUS:

Identify what you envision your students exploring or finding out. Be sure to place this mini lesson in context of its larger unit.

OBJECTIVES:

The student will be able to:

[Identify each objective (what you want your students to learn or accomplish) by number, using appropriate verbs that indicate measurable objectives.

MATERIALS:

In a bulleted list, identify all materials and resources you used in preparing and delivering the mini lesson.

ACTIVITIES AND PROCEDURES:

In either narrative form or steps, describe your lesson in detail.

EVALUATION AND ASSESSMENT:

List how the students will demonstrate their learning. That is, how will you know the mini lesson has been successful? Again, match this with your objectives.