

California State University, Fresno
Course Information

SYLLABUS FOR ASSESSMENT & DEVELOPMENT OF READING ABILITIES (LEE 224)	
Spring 2020	California State University, Fresno
Course Information	Maria Hernandez Goff, PhD
3 Units	Office Number: ED 347
Online	E-Mail: mgoff@mail.fresnostate.edu
	Thursdays, 1:30-3:30pm and by appointment (in-person, Zoom, and phone)
Website: Canvas	Office Hours

Introduction and Course Description

Catalog Description:

Analysis of reading performance utilizing portfolio and performance based assessments and diagnostic instruments. Consideration of methods and materials for instruction.

Course Description:

This course is designed to provide classroom teachers and reading specialists with an understanding of the general and specific concepts related to literacy assessment, as well as an understanding of how to conduct in-depth literacy diagnoses, develop literacy strengths, and address literacy weaknesses. **This course requires 20 hours of fieldwork experiences to complete the assessment and instruction activities.** Students will learn to administer and interpret formal, informal, and curriculum embedded assessment measures. Students will reflect upon the theory they are reading and discussing regarding assessment procedures and then use various tools in practical applications. As a culminating experience, students will conduct an in-depth diagnosis of an individual student who is experiencing literacy difficulty and consider the implications of the results to recommend classroom instruction and clinical interventions. Reports will be presented to classroom teachers, principals, and parents.

Required Textbooks and Materials

There are no required texts for this course.

Mode of Instruction

This is a web-based course, with no face-to-face class meetings. However, we will hold 3 (1-hour) live office hour sessions. The dates are listed in your schedule below. These sessions will offer you a chance to ask the instructor questions regarding course assignments and materials. These sessions will be recorded and posted in the Canvas site for you to view at a later date.

Live Session Dates/Times Announced on Canvas

Course Policies

Web-based Courses: This class is an online course. Lectures, quizzes, assignments, and discussions will rely heavily on our course Web site in Canvas. In a regular face-to-face course, you are expected to interact with other students in your class. Such interaction is important to the learning process. In this online course, you are expected to take advantage of opportunities designed to promote interactive communication via Internet technology (i.e., *Canvas Course Web site, Zoom, Discussion Forums, Videos, VoiceThread, and Podcasts/Enhanced VideoPodcasts*). This course is constructed of 4 modules conducted on a scheduled asynchronous basis. This will allow you to complete assignments at your own pace within the schedule below.

Study Expectations: It is usually expected that students will spend approximately two hours of study time outside of class for every hour in class. Since this is a three-unit class, you should expect to study an average of six hours outside of class each week. Some students may need more outside study time and some less.

For free tutoring on campus, contact the [Learning Center](#) in the Peters Building Annex (phone 278-3052).

Communication Guidelines: Students can contact the instructor via Email or phone. When contacting the instructor be sure to include your first and last name and course information (LEE 224). Students should expect a response within 48 hours during weekdays and within 72 hours on weekends.

How to Get Help. For personal questions, email me directly. Help Desk agents can provide immediate assistance regarding network status, resetting Canvas passwords, etc. Help Desk agents are available via telephone seven days a week between 7:00 AM and 10:00 PM. Students can contact the Help Desk by calling 559-278-7000. The Help Desk can also be reached for assistance via email at help@csufresno.edu.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

University Policies: See Link:

<http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements.doc>

Active E-Mail Account

By default, Canvas sends mail to your Fresno State email account. This course also relies heavily on Google Apps for Education, which is a suite of collaboration tools that includes your Fresno State email. Be sure this account is activated. For help visit the following link:

<https://help.fresnostate.edu/students/googleapps/>

Computers

In this class, you will need to read online articles, view Web sites, and prepare written documents. Students are presumed to have 24-hour access to a computer workstation and the

necessary communication links to the University's information resources. The minimum and recommended standards for the workstations and software are available from [Information Technology Services](#) or the [Kennel Bookstore](#).

Course Goals and Primary Learning Outcomes

Course Goals:

The goals of this course are to prepare students to be knowledgeable about literacy development and instructional practices through the study of theoretical perspectives and scientific research on literacy processes and language development. In addition, this course aims to prepare students with the capacity to plan, implement, evaluate and modify literacy instruction to meet the needs of P-12 students, including struggling readers, special education students and English Learners.

To achieve these goals, students will:

1. Learn about the reliability, validity, advantages and limitations of informal, curriculum-embedded, norm-referenced, and criterion-based assessments;
2. Administer, interpret, and critique a variety of informal, curriculum-embedded, norm-referenced, and criterion-based assessment instruments;
3. Learn how to select, administer and interpret assessment instruments that measure oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and literacy dispositions;
4. Learn how to align instructional strategies, materials, and intervention programs with assessment results;
5. Learn how to design and develop instructional activities which support oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and positive literacy dispositions;

Primary Learning Outcomes:

Students will be able to:

1. Use student assessment results and scientific research to design differentiated instructional strategies for struggling readers, special education students and culturally and linguistically diverse students' identified needs in oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and literacy dispositions; and
2. Analyze student development levels for oral language, word analysis, fluency, vocabulary, listening and reading comprehension, written language, and literacy dispositions, and prepare a report appropriate for distribution to parents, teachers, and administrators that details plan of appropriate literacy instruction.

Assignments and Grading

Date	Assignment	Points	Percentage of Grade
	Case Study Assessment Project	50	12.5%
	Instructional Strategy Report/Presentation	100	25%

	Formative Assessment Project	50	12.5%
	Discussion Board Posts	100	25%
	Case Study Report	100	25%

*All assignment details can be found on Canvas

Discussion Board Posts

- Initial discussion posts are **due at least 72 hours (3 days) before the due date** noted in Canvas
- Responses to classmates are due by midnight on the due date noted in Canvas
- APA in-text citations
- 100 points total (25 points per response)

Throughout the semester you will read a variety of articles and chapters intended to shape your thinking around teaching and researching the language arts. The discussion board posts are where you will reflect on what you are learning from these readings and respond to your classmates.

Case Study Assessment Project (50 points)

Students will select one struggling reader (possibly identified as an English Learner), administer assessments, analyze the results of the assessments, and then construct an instructional plan to address the identified strengths/weaknesses. (See rubric at end of syllabus.)

Instructional Strategy Report & Presentation (100 points)

Students will analyze and synthesize current research on instructional strategies used to support struggling readers.

- Students will select a strategy (instructor will provide options) that addresses one of the case study student's areas of need.
- Students will read at least two (2) separate research articles that address the implementation and efficacy of the selected strategy.
- Following the provided template (in Canvas), students will use the research to construct a slide presentation.

- The presentation will include:
 - A description of the strategy and procedures
 - A summary and critique for each article
 - Implications for how the strategies can be used to address at least two (2) specific standards from the *California Preschool Learning Foundations and Frameworks* (Volume 1) and/or the *California Common Core Standards*
 - References in APA format
 - A video model/demonstration of the strategy. (See rubric at end of syllabus).

Formative Assessment Project (50 points)

Students will add two additional slides to their Strategy Report presentation.

- One slide will provide a description of how the strategy may be used as a formative assessment tool, with specific recommendations for at least two different subject areas (e.g., Math, History).
- The second slide will provide the actual tool or rubric for the assessment procedures. (See rubric at end of syllabus).

Case Study Report (100 points)

At the conclusion of the course, students will administer the assessments for the literacy area that was identified as the focus.

- Students will compare the initial/final assessment results.
- In the next section, students will describe the instructional strategies used throughout the course, the impact these strategies had, and an interpretation for how these strategies relate to the assessment results.
- The report will close with future instructional recommendations.
- The analysis of instructional impact and recommendations will be supported by research evidence, cited using APA format in reference list at the end of the report. This is a professional report that will be submitted to the classroom teacher, principal, and parents. (See rubric at end of syllabus.)

Grading

Grades will be posted on Canvas for students to monitor their progress. Final grades will be determined according to the following scale:

Total points possible: 400

Letter Grade	Percentage	Point Value
A	100-90%	400-360
B	89-80	359-320
C	79-70	319-280
D	69-60	279-240
F	59 and lower	239 and lower

Unless otherwise indicated on Canvas, all documents submitted via Canvas must be saved as .doc, .docx, .pdf files or Google Document for the work to be accepted. It is the student's responsibility to verify the submission of any document via Canvas to ensure that the correct document was submitted. Unexcused late assignments will lose 10% for each calendar day after the assigned due date. Students are encouraged to contact the instructor with concerns about the course, particular assignments, or extreme emergencies.

Tentative Course Schedule

Weeks	Topic	Assignment
1	Orientation LIVE SESSION	<ul style="list-style-type: none"> ○ Complete Orientation Module
1 & 2	Module 1: Assessment Principles, Tools & Practices LIVE SESSION	<ul style="list-style-type: none"> ○ Readings: <ul style="list-style-type: none"> ○ Greenstein (2010) ○ William (2013) ○ Discussion Board Post ○ Case Study Assessment Project
3 & 4	Module 2: Differentiated Instruction LIVE SESSION	<ul style="list-style-type: none"> ○ Readings: <ul style="list-style-type: none"> ○ Paratore (2000) ○ Radencich et al. (1995) ○ Watch: Differentiated Instruction ○ Discussion Board Post ○ Instructional Strategy Report/Presentation
5-7	Module 3: Instruction & Formative Assessment	<ul style="list-style-type: none"> ○ Formative Assessment Materials Review ○ Discussion Board Posts (2) ○ Formative Assessment Project
8	Module 4: Analyzing Assessment Data; Data-Driven Decision-Making	<ul style="list-style-type: none"> ○ Case Study Report

SUBJECT TO CHANGE STATEMENT

The schedule and procedures for this course are subject to change. Changes will be announced on the course Web site and/or by e-mail from the instructor. It is the student's responsibility for finding out about schedule updates.

Rubrics

Case Study Assessment Project

Scoring Rubric	Results	Analysis	Strengths/Weaknesses	Instructional Recommendations	Literacy Areas
8-10	All assessment results reported clearly, concisely, and accurately.	All assessments analyzed accurately and thoroughly	All needs and strengths identified	Recommendation accurately addresses need and build on strengths	All literacy areas assessed
6-7	Most assessment results reported clearly, concisely, and accurately.	Most assessments analyzed accurately; some analyses lack depth	Most needs and strengths targeted	Recommendation addresses need but doesn't clearly build on strengths	Most literacy areas assessed
4-5	Some assessment results not reported clearly, concisely, and accurately.	Some assessments analyzed accurately; most lack depth	Some needs and strengths targeted	Recommendation addresses need but does not build on strengths	Some literacy areas assessed
0-3	Few assessment results reported clearly, concisely, and accurately.	Few assessments analyzed accurately and thoroughly	Few needs and strengths targeted	Recommendation does not accurately address needs or build on strengths	Few literacy areas assessed

Instructional Strategy Report/Presentation			
	20	15-19	0-14
Strategy Description	Clearly describes purpose, literacy area, grade, and implementation procedures	Description is not clear on all areas: purpose, literacy area, grade, and implementation procedures	Description omits or is vague for many areas: purpose, literacy area, grade, and implementation procedures
Summary/Critique	Summary/Critique at least 2 Articles; Describes strengths/weaknesses of all areas: sample, procedures, findings	Summary/Critique at least 2 Articles; Describes strengths/weaknesses of most areas: sample, procedures, findings	Summary/Critique less than 2 Articles; Describes strengths/weaknesses of all few areas: sample, procedures, findings
Implications	Implications clearly link strategies to 2 specific standards from the <i>California Preschool Learning Foundations and Frameworks</i> (Volume 1) and/or the <i>California Common Core Standards</i>	Implications link strategies to 1 specific standard from the <i>California Preschool Learning Foundations and Frameworks</i> (Volume 1) and/or the <i>California Common Core Standards</i>	Implications do not link strategies to specific standards from the <i>California Preschool Learning Foundations and Frameworks</i> (Volume 1) and/or the <i>California Common Core Standards</i>
APA Requirements	At least 2 citations provided in accurate APA style	At least 2 citations provided minor errors in APA style	Less than 2 citations provided and/or does not follow APA style
Strategy Demonstration	Video clearly demonstrates all phases of the instructional process. Video is high quality and easy for audience to hear and view.	Video demonstrates most phases of the instructional process. Video is of adequate quality for audience to hear and view.	Video includes limited phases of the instructional process. Video is of low quality and detracts from audience engagement.

Formative Assessment Project			
	10	7-8	0-6
Assessment Description	Clearly describes purpose, literacy area, grade, and implementation procedures	Description is not clear on all areas: purpose, literacy area, grade, and implementation procedures	Description omits or is vague for many areas: purpose, literacy area, grade, and implementation procedures
How to Analyzed	Thoroughly and accurately describes how to analyze results to guide instruction	Accurately describes how to determine results but limited in guidance for instruction	Description of analysis is limited and lacks instructional guidance
Tool Analysis	Thoroughly describes strengths and weaknesses of tool and procedures using all areas of CURRV model	Thoroughly describes strengths and weaknesses of tool and procedures using most areas of CURRV model	Description lacks many elements of the CURRV model
Subject Area Uses	Provides 2 examples for uses across subject areas	Provides 1 example for use across subject areas	No examples for use across subject areas is provided
Tool	Format for documenting results is provided (ex. rubric)		Format for documenting results is not provided (ex. rubric)

LEE 224 Discussion Rubric

Discussion Rubric			
	Exceeds (5)	Meets (3)	Below (1)
Critical Thinking	Posts show deep insight and analysis. Personal opinion is expressed clearly and fully developed. Poses questions or ideas to promote further discussion.	Posts are simple but show some insight and analysis. Personal opinion is expressed but lacks elaboration and detail. Offers some new thinking	Posts lack insight and analysis. Simply summarizes other posts and does not express opinions clearly. Posts do not prompt further discussion.
Connections	Clear connections are made through specific reference to course materials. Specific examples are used to make connections between concepts and experiences.	Connections to course materials and/or experiences are not specific or detailed.	Connections are vague and do not address the course materials or experience.
Replies: At least 3 replies; 1 reply <i>should</i> be to a classmate who posted on your initial post.	Replies show insight, depth and understanding. Connections made to the original post and add to it by including references for support (may include links to websites or other material). Opinions are clear and related to the original post. Questions and insights add to further discussion.	Replies are simple but show some insight and connections to the original post. Some material may be irrelevant, but opinions are clearly expressed. Attempt is made to further discussion.	Replies lack insight or depth and may be short in length. Material is irrelevant to the original post and opinions are not clear. No attempt made to further discussion.
Timeliness of posts (10....1 pts)	Original posts should be posted at least 72 hours prior to the due date to allow others to read, analyze, and respond to promote deeper thinking and discussion.		
Total ___/25 points			

LEE 224 Case Study Report Rubric

Criteria	20-18	17-15	14-12	11 and below
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Results	Both pre/post assessment results reported clearly; pre/post comparison analysis is clear and accurate	Both pre/post assessment results reported clearly; pre/post comparison analysis is accurate but lacks clarity	Both pre/post assessment results reported clearly; pre/post comparison analysis is not clear/accurate	Both pre/post assessment results not reported clearly; pre/post comparison analysis is not clear/accurate
Instruction	At least 4 strategies are listed	At least 3 strategies are listed	Only 2 strategies listed	Less than 2 strategies listed
Analysis	Clear connections are made between all instructional strategies and assessment results; interpretation supported by research evidence	Clear connections are made between most instructional strategies and assessment results; interpretation supported by research evidence	Clear connections are made between some instructional strategies and assessment results; interpretation not supported by research evidence	No clear connections are made between instructional strategies and assessment results; interpretation not supported by research evidence
Recommendations	2-3 recommendations provided; all accurately address needs and build on strengths; all appropriately supported by research evidence	2-3 recommendations provided; most accurately address needs and build on strengths; most appropriately supported by research evidence	Incomplete recommendations; some accurately address needs and build on strengths; some appropriately supported by research evidence	Incomplete recommendations; few accurately address needs and build on strengths; few appropriately supported by research evidence
Writing Mechanics	Essentially error-free; Meets guidelines for APA publication	Minor errors do not interfere with comprehensibility; minor APA errors	Some writing errors interfere with comprehensibility; APA format not followed	Many writing errors interfere with comprehensibility; APA format not followed