UNIVERSITY OF ST FRANCIS

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Literacy Assessment and Diagnosis

REND and MSED-642

Template 2015   Section TMPL   3 Credits   07/22/2015 to 07/22/2115   Modified 07/20/2020

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

🖥 Description

Examines a wealth of grade appropriate assessment tools at the screening, diagnostic and progress monitoring level. Special emphasis is placed on data interpretation and analysis for student achievement in components related to English Language Arts Common Core Standards.

Former Title (through Summer 2020): Assessment Procedures and Data Analysis for Student Achievement

◎ Objectives

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Students

Candidates will develop an understanding of the wide variety of assessment tools available to teachers so that instruction is driven by critically analyzed assessment data. Student strengths and weaknesses as determined by classroom assessments will be considered.

Serving the Community

Candidates will learn how to provide information about individual students' reading ability to appropriate audiences in the school community. Additionally, candidates will have the opportunity to collaborate with colleagues about the meaning of assessment results.

Finding Our Professional Selves

Candidates will develop an understanding of the importance of assessment in determining instructional plans for all students. Candidates will also demonstrate the ability to communicate their ideas about the reading diagnosis of a particular child by interacting with colleagues in a professional manner.

📊 Outcomes

Access to standards referenced in this section can be found HERE (https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320)

By the conclusion of this course, each participant will be able to do the following:

Understand types of assessments and their purposes, strengths and limitations (IRA Standard 3.1, NBPTS 1,3)

- 1a. Demonstrate an understanding of assessment purposes in the classroom including screening, diagnosis, progress monitoring and measuring outcomes
- 1b. Describe strengths and limitations of various assessment tools and their purposes including district and state frameworks
- 1c. Recognize basic technical adequacy of assessments (reliability, validity, etc)

Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes (IRA Standard 3.2, NBPTS 1,2,3)

- 2a. Select and administer appropriate assessments to monitor student progress and analyze instruction
- 2b. Interpret and use assessment data to analyze performance and progress within content areas

Use assessment information to plan and evaluate instruction (IRA Standard 3.3; NBPTS 1,2,3,4)

- 3a. Use assessment data to plan instruction systematically and select appropriate text
- 3b. Use assessment data to evaluate student response to instruction
- 3c. Identify and interpret patterns in classroom data

Communicate assessment results and implications to a variety of audiences (IRA Standard 3.4; NBPTS 1,3,4,5)

- 4a. Communicate assessment purposes and results with students, parents and colleagues
- 4b. Use assessment data to discuss implications for reading and writing instruction

📙 Materials

Devries, B. *Literacy assessment and interventions for classroom teachers, 5th Edition.*

Johns, J. (2012) *Basic Reading Inventory: Pre-Primer through Grade 12 and Early Literacy. (12th ed.)*

☰ Assignments

Reading Assessments Inventory

- Course outcomes 1a, 1b
- Standards IRA Standard 3.1, NBPTS 1,3

Professional Discourse, Participation and Reflection

Candidates will respond to weekly discussion and reflection prompts.

- Course outcomes 1,2,3,4
- Standards IRA 3.1, 3.2, 3.3, 3.4 ; NBPTS 1,2,3,4,5

Running Record Administration and Analysis

Candidates will administer a Running Record assessment analyze the qualitative and quantitative data, diagnose a reading area of need, and recommend appropriate interventions

- Course outcomes 1,3
- Standards IRA 3.1, 3.3; NBPTS 1,2,3,4

SMART Goal Development Based on the Analysis of a Local Assessment

- Standards IRA 3.1-3.4, 3.6; NBPTS 1,2,3,4

Intervention Recommendation Plan Based on an Informal Reading Inventory

Candidates will analyze the data provided by the instructor and diagnose oral, silent, and listening reading levels, areas of reading

strengths and weaknesses, and recommend appropriate interventions.

- Course outcomes 1,3,4
- Standards IRA 3.1, 3.3, 3.4; NBPTS 1,2,3,4,5

Case Study (Intervention Portfolio)

Candidates will create an assessment portfolio for a struggling reader including: student background, one running record assessment, one informal reading inventory assessment, one writing assessment, analysis and interpretation of assessment data, and suggested interventions.

- Course outcomes 1,3,4
- Standards IRA 3.2, 3.3, 3.4; NBPTS 1,2,3,4,5

✳ Course Policies

Policies for the College of Education at University of St. Francis

[CLICK HERE (https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320)](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320) (requires active student account) for policies, including but not limited to:

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing
- Computer and Digital Information Literacy Skills

Course Evaluations | Surveys

Information gathered through course evaluations and surveys is an important part of maintaining quality and continuous improvement in courses, and it is the University's expectation that students will thoughtfully participate in this evaluation process.

🏛 Institutional Policies

Students should use the USF portal as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the *For Students* section of the USF portal.

A complete listing of university policies and procedures can be found in the [University of St. Francis Catalog (https://www.stfrancis.edu/academics/university-catalog/)](https://www.stfrancis.edu/academics/university-catalog/) and Student Handbooks.

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the [University of St. Francis Catalog (https://www.stfrancis.edu/academics/university-catalog/)](https://www.stfrancis.edu/academics/university-catalog/) for further clarification and information on grievance procedures.

Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability

Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at 815-740-3631 or ODS@stfrancis.edu . The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

Technology Support

1. The Department of Academic Technology (DAT) administers the learning management system Canvas. If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support, including:

a. 24x7 Live Canvas Support. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day 7 days a week through the Canvas help menu. From the help menu, select **Chat with Canvas Support** for a "live" text-based click-to-chat session,

b. select **Report a Problem** to send an email support request, or speak to someone directly by using the toll-free number listed under the Canvas Support Hotline.

NOTE: Responses to Canvas' email-based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.

2. Online Self-Service Help Resources. A student user guide and other resources for solving issues related to Canvas can be found at LearnItNow (http://learnitnow.stfrancis.edu).

3. Telephone Support from DAT. You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8 a.m. and 4 p.m. Central Standard Time, Monday through Friday.

For any technical support issues that are not related to Canvas, please contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: Technology Support (http://techsupport.stfrancis.edu)
- Or visit them on the first floor of Marian Hall

Notice of Copyright

This course may contain copyrighted materials that are intended to support the learning experiences of students currently enrolled in the course. No student may retain or further disseminate any copyrighted materials, in their entirety or any portion thereof, under penalty of law.

Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

▤ Additional Items

Course References

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