Assessment is critical to successful teaching and learning. This course provides an overview of popular forms of reading assessment, and investigates their materials and procedures. We also examine the audiences and purposes of assessment, the formative and summative nature of assessment and the informal and formal aspects of assessment. We examine individualized, classroom-based assessment and large-scale high-stakes assessment. We consider assessment as part of the larger school context. This allows us to examine the politics and consequences of assessment. Throughout the course there is a focus on assessment that is useful to classroom teachers and the students they teach. The instructor’s goal for this course is to have each student complete the course with a broad and deep understanding of assessment in schools and its relation to teaching and learning.

Texts:

_Understanding and Using Reading Assessment, K-12, Second Edition (2012)._ Peter Afflerbach
Newark, DE: International Reading Association.
(As of 1/25/14, this was available from Amazon for $28.45/$14.99 for hard copy/Kindle edition.)

In addition, we will read several articles that will be distributed in class.
Course requirements/Basis for grade assignment:

Participation: Students are expected to attend class and participate. Examples of participation include contributing to discussions and group workshops. Indications that assigned readings have been read on time are important. 10 points

Critical questions: Students will create a critical question for each class session, to be handed in at the beginning of class. The questions should reflect the student's understanding of assigned readings and the ability to pose questions in relation to those readings. One critical question for each assigned reading is required. 15 points

Common Core State Standard task analysis and assessment development: Students will conduct a task analysis of what the student must do to demonstrate success in relation to a Common Core State Standard at the appropriate grade level. Having identified the details of the task and the learning required to be successful at the task, students will create an assessment suitable for the task. 10 points

Diagnostic reading assessment project: Students will select one child with whom they will work across the semester. During the semester the student will conduct an ongoing STAIR program (STAIR to be distributed in class) to demonstrate understanding of the link between assessment an instruction, and conduct running records to assess students’ oral reading and comprehension. 20 points

Arc of questions: Students will demonstrate the ability to ask a series of questions that are 1) geared to student reading achievement level; 2) related to a selected, grade appropriate text, and 3) distributed across a range of student thinking, from literal to critical comprehension. 10 points

Discussion Leaders: Groups of students will take responsibility for summarizing the week’s assigned readings, and develop a 1-hour presentation for class. In the presentation, students will be expected to demonstrate their knowledge of the assigned readings by citing main ideas, links to reading assessment theory and classroom practice, and by involving their classmates in hands-on activities that help demonstrate that knowledge. Make an effort to introduce us to the assessment issues that you are focusing on by engaging us in an activity that is hands-on and interactive. Discussion leaders will prepare a typed handout for your classmates:
- Include group members’ names, date, and citation for the assigned materials.
- Provide a synopsis of the major points in the assigned material.
- Provide discussion questions. The purpose of these questions is to involve your colleagues in carefully considering important points in assigned readings.
- Develop an engaging activity that serves to extend understanding and use of the particular assessment topic. 10 points
Final examination: Students will demonstrate their cumulative knowledge of course content in a semester-end essay examination. 25 points

Grading Scale:

A = 91-100
B = 81-90
C = 71-80
D = below 71
Course Schedule

Note: Assigned readings will be discussed on the date listed in Course Schedule.

January 29  Syllabus distribution; Articles for February 5

February 5  Introductions and course overview


12  Chapter One: Important Issues and Concepts in Reading Assessment*

Traditional issues in assessment: Reliability, validity

Assessment snapshot: Task analysis

19  Chapter Two: Reading Inventories

Assessment snapshot: Formative and summative assessment

STAIR Workshop

26  Chapter Three: Teacher questioning as assessment

Assessment snapshot: Process and product assessment

Common Core State Standards task analysis workshop: Understanding the detail of challenging reading

***STAIR student choice and initial hypothesis due
***Discussion Leaders 1

March 5  Chapter Eight: Assessing “the other”: Important non-cognitive aspects of reading
Assessment snapshot: Assessing student collaboration and cooperation

Arc of questions workshop
****Discussion leaders 2

12 Chapter Five: Performance assessment
Assessment snapshot: Advocating for reading assessment
***Discussion leaders 3

19 UMCP Spring Break

26 Chapter Six: Response to intervention and early reading assessment
Assessment snapshot: Assessment and technology
***Discussion leaders 4

April 2 SOMIRAC Meeting Presentations

9 Chapter Seven: High stakes reading tests
Assessment snapshot: Consistent assessment in schools
***Discussion leaders 5

16 MCPS Spring Break

23 Chapter Four: Portfolio assessment
Assessment snapshot: Authentic assessment
***Arc of questions assignment due
***Discussion leaders 6

30 Chapter Nine: Accommodation in reading assessment
Assessment snapshot: Confounds in assessment
***Discussion leaders 7
May 7

***Common Core State Standards task analysis and assessment due

DATE OF FINAL ***Final version of diagnostic reading assessment (STAIR), and Final Examination due

UNIVERSITY POLICIES

Individual Needs Accommodation. The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, students with disabilities should inform the instructors of their needs at the beginning of the semester. The instructor will then consult with Disability Support Services (301-314-7682). DSS will make arrangements with the student to determine and implement appropriate academic accommodations. In addition, sometimes students will encounter psychological problems that hamper their life on campus; should that condition pertain you, you are encouraged to consult with the Counseling Center (301-314-7651) for expert help. If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2201 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, note-taking, and exam preparation skills.

Code of Academic Integrity. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html

The University of Maryland Honor Pledge, proposed by the Student Honor Council and approved by the University Senate, reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all major papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. Failure to adhere to the code may result in the grade of XF – failure due to academic dishonesty.

Religious Observance. The University System of Maryland policy “Assignments and Attendance on Dates of Religious Observance” provides that students should not be
penalized because of observances of their religious beliefs: students shall be given an opportunity, whenever feasible, to make up within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. *It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.* Acknowledged religious observances include, but are not limited to: Rosh Hashanah, Yom Kippur, Good Friday, Passover.

*Course Evaluation.* Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. You will receive an email to let you know when CourseEvalUM opens toward the end of semester. You can go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.