EDCI 464: ASSESSMENT FOR READING
Spring 2009
Wednesdays, 4:15-7:00
Berwyn Heights ES, Media Center

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COURSE DESCRIPTION

EDCI 464: Assessment for Reading is part of the teacher education program at the University of Maryland, College Park and seeks to assist students in their journey to become quality elementary teaching professionals and reflective practitioners. The College of Education’s programs and courses are grounded in the belief that reflective practitioners possess knowledge of curriculum, knowledge of subject matter, and knowledge of pedagogy. In addition, these professionals have an understanding of educational goals and assessment, learners, and social and cultural contexts.

In particular, EDCI 464 explores current research, theory, and best practices related to reading diagnosis and assessment. Course instruction will help students develop the skills necessary to understand and use classroom assessments and data to guide instruction. Instructional material and activities will concentrate on the purposes and types of reading assessments, and the administration procedures for a variety of reliable and valid assessments. Students will also learn how to interpret and use results, and how to communicate assessment data to stakeholders. Assignments focusing on the selection, administration, and interpretation of reading assessments will allow students to demonstrate their knowledge and skills as well as serve as appropriate evaluation for this course. EDCI 464 is designed to be completed during Phase II of the elementary PDS student teaching internship.

COURSE OBJECTIVES & STANDARDS

EDCI 464 addresses appropriate PBA (Performance Based Assessment) Standards, which are identified in parentheses following each objective.

Students will:
• Learn principles of reading assessment in relation to reading acquisition and development
• describe characteristics and purposes of informal and formal reading assessment (PBA standards: III A.1; )
• demonstrate an understanding of the link between assessment and instruction (PBA standards: I E; III A.1; III A.2; III A.3; III B.2; III C.1)
• become proficient at using informal assessment techniques (e.g., interviews, running records, informal reading inventories) (PBA standards: I E; III A.1; III C.1)
• assess the strengths and needs of students using diagnostic materials and procedures (PBA standards: I B.2; I E; III A.1; III C.1)
• engage in a process of ongoing, dynamic reading assessment (PBA standards: I D.3; I E; III A.1; III C.1; III C.2)
• evaluate features of instructional materials (e.g., readability levels, vocabulary, concept complexity) (PBA standards: I E; III A.2; III A.3)
• plan appropriate instruction based on assessment information (PBA standards: I E; III A.1; III A.2; III A.3; III B.2; III C.1)
• learn about assessment issues related to cultural and linguistic student diversity
• learn how to communicate assessment results to stakeholders

In addition, this course addresses the IRA Standards for Reading Professionals and provides students with foundational knowledge of reading acquisition and development for all students (IRA Standard 1), information about the selection and employment of instructional strategies and curriculum materials (IRA Standard 2), and detailed information regarding reading assessment, diagnosis, and evaluation (IRA Standard 3). Finally, students will discuss how assessment information can inform the development of a literate classroom environment (IRA Standard 4) and opportunities for teacher professional development (IRA Standard 5).

**COURSE TEXTS & READINGS**


**COURSE REQUIREMENTS AND EVALUATION**

*General Class Participation*

You are expected to attend all scheduled classes and participate actively in discussions and class projects. Your participation is important not only for your own learning but also for the learning of others. You cannot participate and engage in class activities if you do not attend. There will be weekly in-class and online activities and assignments, as well as homework. Your participation grade will consist of your contribution to and completion of these activities each week. [15%]
**Literacy Assessment Blog**

Each student will develop and maintain a **weekly** reflection journal/assessment blog. Entries should address course readings and student teaching experiences related to reading assessment. Information about assessments administered to students, the use of assessment information by the student intern and mentor teacher, the communication of assessment information, and the use of results to plan instruction should be included in blog entries. **Blogs should be thoughtful and reflective.** Summaries of readings and school activities are not appropriate. All blogs will be created and stored on the Blackboard learning system and each entry should be 2-3 paragraphs. In some instances, special blog topics will be assigned. Students will be asked to read and respond to class blogs throughout the semester. **[10%]**

**Exams**

There will be two exams focusing assessment principles and information. Material from readings and class sessions and activities will be covered on each exam. Exams will be conducted online using the UMCP Blackboard system. Exam responses should be typed, printed out, and turned in by the due dates indicated on the schedule. **[15%]**

**Diagnostic Assessment Project**

Each intern will administer a variety of informal reading assessments to a selected student from their internship. Assessments will include interviews, writing samples, running records, and other diagnostic procedures. Interns will use the assessment data to develop a literacy portfolio of student information and instructional plans. **[60%]**

**NOTE:** All assignments should be typed and turned in to the instructor in class. Emailed assignments will not be accepted. Late assignments will be marked down one letter grade. In case of any absence, please contact the instructor by email. **Excused** absences may be made up by completing a 3-page typed reflection paper on the assigned topics. Papers should be submitted to the instructor in person. **Doctor’s appointments, birthdays, organization meetings, sporting events, etc. are NOT excused absences and advance notification of an absence does not make the absence excused.**

**GENERAL INFORMATION**

**Blackboard, Email, & Cell Phones**

Blackboard will be used for communication, information, and learning. Students are expected to check Blackboard regularly for announcements, assignments, and readings. Blackboard uses your university email address ([mail@umd.edu](mailto:mail@umd.edu)) for all communication unless you have officially changed your email address with the university. Students may verify or change their email address on Testudo ([http://www.testudo.umd.edu/Registrar.html](http://www.testudo.umd.edu/Registrar.html)). **It is the responsibility of the student to make sure that email address in Blackboard is accurate.**

**NOTE:** Ringing phones, telephone conversations, and text messaging are unprofessional and inappropriate during class. Therefore, all cell phones should be turned off during class.

**Grading Scale**
Academic Integrity & Student Honor Code

The class follows the guidelines set forth in the University Code of Academic Integrity. Consult the web at: http://www.studenthonorcouncil.umd.edu/code.html. UMCP has a nationally recognized Honor Code, administered by the Student Honor Council. The University of Maryland Honor Pledge 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 assignments submitted for evaluation in this course. Students who fail to write and sign the pledge will be asked to confer with the instructor.

Religious Observances

Please inform the instructor of any absences for religious observances in advance. Students shall be given an opportunity to make up any academic assignment that is missed due to individual participation in religious observances.

Disability Services & Accommodations

If you have a documented disability and require specific accommodations, please contact the instructor as soon as possible.

Online Course Evaluations

Faculty have been requested to place the following reminder on course syllabi:

As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the dates for *Spring 2009 (Tuesday, April 28 through Wednesday, May 13)* and the link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations in the fall or are a new student, you can also access all posted results from Fall 2007 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Spring2009 evaluations. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

COURSE SCHEDULE

All readings and texts should be brought to class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Session</th>
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| January 27 | Course Introduction  
Principles of Assessment                                           |                                                   | Regular     |
| February 3 | Overview of the Reading Process  
Linking Assessment & Instruction                                   | Caldwell Chapter 1  
Caldwell Chapter 2                                  | Regular     |
| February 10| Informal Reading Inventory                                           | Caldwell Chapter 3                                | Regular     |
| February 17| Early Literacy  
Running Records & Miscue Analysis                                    | Caldwell Chapter 4                                | Regular     |
| February 24| Word Identification & Fluency                                        | Caldwell Chapters 5-6                             | Regular     |
| March 3    | Exam 1                                                                |                                                   | Online      |
| March 10   | Comprehension  
*Caldwell Chapter 1 Due*                                              | Caldwell Chapter 7                                | Regular     |
| March 17   | UMCP Spring Break                                                     |                                                   | No Class    |
| March 24   | Spelling                                                             | Ganske Chapters 1-3                               | Regular     |
| March 31   | Writing  
*Caldwell Chapter 2 Due*                                             | Romeo (2006)**                                   | Regular     |
| April 7    | Cultural & Linguistic Diversity                                       | Lenski et al (2006)**                             | Online      |
| April 14   | Motivation & Standardized Tests                                       | Caldwell Chapters 8-9                             | Regular     |
| April 21   | Exam 2                                                                |                                                   | Online      |
| April 28   | Collecting, Organizing, & Presenting Data to Stakeholders  
*Caldwell Chapter 3 Due*                                         | Caldwell Chapter 10                               | Regular or  
Online       |
| May 5      | Diagnostic Case Study Presentations  
Diagnostic Case Study Due                                               |                                                   | Regular     |
| May 12     | Assessment Realities & Possibilities  
Resources for Improving Assessment Practices  
Literacy Assessment Blog Due                                   | Johnston (2005)**                                 | Regular or  
Online       |