University of Maryland at College Park
Department of Curriculum & Instruction

Course Syllabus
EDCI 464-0101 – Assessment in Reading: Elementary Education
Spring 2014

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Office Hours: Wednesday 3:00-4:00
or by appointment

Class meets: Room 1121 Benjamin, Wednesdays, 4:15-7:00

The College of Education at the University of Maryland prepares discipline-based, reflective practitioners for a diverse society through research-based, professional programs. All programs and courses within the College of Education (COE) are based on a Conceptual Framework. This framework is consistent with the mission of the university and specifies the priorities of the COE. It states, “To ensure that our candidates become skilled in the enactment of practices that will have a positive impact on ALL students, the COE requires that all graduates demonstrate … four core proficiencies” – (1) knowledge of subject matter, curriculum, pedagogy and pedagogical content knowledge; (2) understanding of learners and their social and cultural contexts with a global perspective and intentional sensitivity to other cultures; (3) practice of evidence-based decision-making through the use of assessment as well as the critical interpretation of research and inquiry in order to improve educational practice; and (4) integration of technology in instruction to support student learning and develop data-driven solutions for instructional and school improvement. For a detailed description of the COE Conceptual Framework and standards of InTASC, ACEI, MSDE and IRA, please see the document, Standards: What are they and what are they for? (Codling, 2011).

The elementary education program within the Department of Teaching, Learning, Policy and Leadership participates in a collaborative partnership with area schools. This Professional Development School (PDS) network provides a context for elementary education teacher candidates to examine professional teaching practice.

Course Description
EDCI 464 is taken concurrently with student teaching during the elementary teacher education program. The course is designed to provide students with an understanding of reading assessment in the context of the elementary classroom. A wide range of assessment issues is discussed, especially as these factors relate to struggling readers. Special attention is given to exploring obstacles to reading development and appropriate instruction to address these challenges.
Course Objectives
Candidates will
1. describe characteristics and purposes of informal and formal reading assessment, formative and summative assessment (PBA standards: III A.1; INTASC: 6; ACEI: 4.0)
2. demonstrate an understanding of relevant research and theory about literacy assessment and instruction that is designed to monitor and promote student learning (PBA standards: I E; III A.1; III A.2; III A.3; III B.2; III C.1; INTASC: 6 & 7; ACEI 4.0)
3. become proficient at using informal assessment techniques such as interviews, running records, and informal reading inventories to monitor student progress (PBA standards: I E; III A.1; III C.1; INTASC: 6; ACEI: 4.0)
4. assess the literacy strengths and needs of students and plan instruction that recognizes and respects student diversity (PBA standards: I B.2; I E; III A.1; III C.1; INTASC: 6; ACEI: 3.1)
5. engage in a process of ongoing, dynamic literacy assessment that includes students in their own assessment (PBA standards: I D.3; I E; III A.1; III C.1; III C.2; INTASC: 6 & 7)
6. evaluate features of instructional materials such as readability levels, vocabulary, and concept complexity (PBA standards: I E; III A.2; III A.3; INTASC: 6, 7 & 8)
7. engage in reflective practices in order to plan appropriate instruction that is based on assessment information about students’ current levels of competence, prior experiences, and interests as well as the Maryland Common Core State Curriculum Framework for English Language Arts (PBA standards: I E; III A.1; III A.2; III A.3; III B.2; III C.1; INTASC: 6 & 7; ACEI 5.1)
8. communicate assessment results to parents and colleagues to foster collaboration that promotes student learning (ACEI 3.5; 5.2)

Assignments & Responsibilities
The following is a list and brief description of responsibilities and assignments for this course. Additional guidelines and information regarding these assignments will be provided in class.

Article Summaries (10%) – For each of the assigned journal article readings, you will write a summary (approximately 200 words) about the article. Summarize the content of the article succinctly and then express your agreement/disagreement with the author, make personal connections, or pose questions. (ACEI: 1.0; 5.1)

Class Participation and Small Group Activities (25%) - Participation and professional behavior are important expectations in this course. Through actively engaging in discussions and interactions with your classmates and instructor, you will readily learn the content of the course and be better equipped to apply your learning in a classroom situation. It is expected that students complete the assigned readings for each class in order to be prepared to participate in discussions and activities during class. Participation may include written reflections, discussions, small group activities, quizzes, or work assignments.
sessions. Participation points and assignments cannot be made up in the event of absence. (PBA standards: I E; III A.1; III A.2; III B.2; ACEI: 2.1; 3.1)

Diagnostic Project Assignments (65%) - For this project, you will conduct two assessments with your whole class and you will choose one child who will serve as a case study. Throughout the semester, you will administer various informal reading and writing tasks to this one student. Finally, you will write a conclusion and present your findings about the student’s literacy needs to the class. (Addresses Performance Standards: I. B.2; I D.3; I E; III A.1; III A.2; III C.1; III C.2; ACEI: 2.1; 3.1; 3.2; 3.4; 3.5; 4.0; 5.1; 5.2)

Required Texts


And various article readings, available in ELMS:


University and College of Education Policies

Course Requirements. Please make every effort to be on time and stay until the end of class. If you encounter a problem in your field placement that will make you late for class, please talk with the instructor. You are expected to meet the requirements of all of the Foundational Competencies. Assignments are due on the date indicated on the syllabus. Late submissions will result in a grading penalty unless arrangements are made with the instructor in advance. All assignments should be typed, double-spaced, and in 12-point Times New Roman font. Standard English grammar is expected on all assignments, including electronic projects.

Enterprise Learning Management System (ELMS) Powered by Canvas. All students enrolled in EDCI 464 have access to ELMS for this course. If you have not received information about this course, you should check with the Office of Information Technology on campus to ensure that the email address in the UM system is the correct one. Course syllabus, readings, assignments and other documents can be found on ELMS. Students will also be assigned projects or discussion activities that will be managed within ELMS. Check ELMS regularly for announcements by going to www.elms.umd.edu and logging in.

Disability Services. If you have a documented disability that requires course accommodations, please see me as soon as possible. You must have this information on record with the University. If needed, contact Disability Support Services.

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. 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.shc.umd.edu. To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment."

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.
CourseEvalUM will be open for you to complete your evaluations for the semester on approximately the last day of classes. You can go directly to the website (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.

**Attendance.** Regular attendance and participation in this class are the best ways to grasp the concepts and principles being discussed. However, in the event that a class must be missed, the policy in this class is as follows:

1. It is the student’s responsibility to inform the instructor of any intended absences for religious observances *in advance.*
2. For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
3. If a student is absent more than one time, the instructor may require documentation signed by a health care professional.
4. If a student is absent on days when tests are scheduled, papers are due, or the syllabus identifies the day as a “major scheduled grading event” he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>Jan 29</td>
<td>Introduction to reading assessment; overview of course</td>
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<tr>
<td>Feb 5</td>
<td>Informal and formal assessment; Assessing the affective domain</td>
<td>Opitz, Ford &amp; Erekson: Introduction and pages 1-34</td>
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<tr>
<td>Feb 12</td>
<td>Running Records</td>
<td>Shea p. 35-64</td>
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<td>Feb 19</td>
<td>Miscue analysis</td>
<td>Shea p. 99-110</td>
<td>Whole-class: Reading Attitude &amp; Identity Survey (OFE, pp. 23-33)</td>
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<td>Feb 26</td>
<td>Word recognition: Data-driven instructional decisions</td>
<td>Shea p. 113-126 Cunningham &amp; Cunningham (1992)</td>
<td>Case study: Interest Inventory (OFE, pp. 3-13); AND Student Interview (OFE, pp. 14-22)</td>
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<td>Mar 5</td>
<td>Assessing reading comprehension with retellings</td>
<td>Shea p. 65-94</td>
<td>Bring to class: data from Running Record #1</td>
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<td>Mar 12</td>
<td>Observation and anecdotal records</td>
<td>Boyd-Batstone (2004) Shea p. 5-33</td>
<td>Boyd-Batstone summary Case study: Running Record #1</td>
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<td>Mar 19</td>
<td>UMCP Spring Break – NO CLASS MEETING</td>
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<td>Mar 26</td>
<td>Assessing reading comprehension through questioning</td>
<td>Opitz, Ford &amp; Erekson: pages 37-90</td>
<td>Bring to class: data from Running Record #2</td>
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<td>Apr 2</td>
<td>Reading comprehension: Data-driven instructional decisions</td>
<td>Neufeld (2005)</td>
<td>Neufeld summary Case study: Running Record #2</td>
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<td>Apr 9</td>
<td>Assessing oral reading fluency</td>
<td>Shea p. 91-104 Hudson, Lane &amp; Pullen (2005)</td>
<td>Hudson, Lane &amp; Pullen summary Bring to class: recording of your case study student’s oral reading</td>
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<td>Apr 16</td>
<td>PG County Spring Break – NO FACE-TO-FACE CLASS MEETING</td>
<td>Opitz, Ford &amp; Erekson p. 153-178</td>
<td>Review and complete online lesson</td>
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<td>Apr 23</td>
<td>Assessing vocabulary knowledge and writing development</td>
<td>Opitz, Ford &amp; Erekson p. 107-119</td>
<td>Bring to class: case study student’s writing sample Case study: Running Record #3</td>
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<td>Apr 30</td>
<td>Presentations</td>
<td>Shea p. 113-126</td>
<td>Case study: Diagnostic Project &amp; Conclusion</td>
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<td>May 7</td>
<td>Presentations</td>
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