

INDIAN RIVER COMMUNITY COLLEGE

Foundations Assessment

EPI0011

This course teaches the role of assessments in guiding reading instruction and instructional decision making for reading progress of struggling readers.

I. COURSE INFORMATION

Location: V209

Time: 8:00 a.m. – 5:00 p.m.

*we will take a 30 minute **working lunch period**. Bring your lunch and/or snacks with you, as we will not be leaving for a lunch break.

Day: Saturdays

Dates: 9/8-10/6, 2007

Texts and Articles:

1. Barrentine, S. J., & Stokes, S. M. (2005). *Reading Assessment: Principles and practices for elementary teachers* (2nd ed.). Newark, DE: International Reading Association.
2. Kibby, M. W. (2006). *Practical steps for informing literacy instruction*. Newark, DE: International Reading Association.
3. US Department Of Education, International Reading Association, & HCI The Life Issues Publisher. (2000). *A practical guide to reading assessments*. Newark, DE: International Reading Association.
4. Denton, C.A., Ciancio, D.J., & Fletcher, J.M. (2006, January/February/March). Validity, reliability, and utility of the observation survey of early literacy Achievement. *Reading Research Quarterly, 41*(1), 8–34.
5. Hasbrouck, J., & Tindal, G.A. (2006, April). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher, 59*(7), 636–644.

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II. COURSE OBJECTIVES

At the end of this component, you will be able to:

1. Describe the roll of assessments in guiding reading instruction
2. Demonstrate steps in instructional decision making for reading instruction
3. Apply knowledge of assessment terminology
4. Select appropriate assessment instruments of the reading components
5. Interpret formal and informal test results
6. Analyze assessment data to determine instructional strategies
7. Identify appropriate reading assessments for LEP and ESE students

III. OUTLINE OF COURSE CONTENT

Day 1

3.1 Tests formats and types of test items

3.1.1 Assessing Phonemic Awareness

<http://teams.lacoe.edu/reading/assessments/assessments.html>

A Practical Guide to Reading Assessments, p. 9-11

3.1.2 Assessing knowledge and application of Phonics

A Practical Guide to Reading Assessments, p. 12-14

3.1.3 Assessing Fluency

<http://content.scholastic.com/browse/article.jsp?id=4446>

A Practical Guide to Reading Assessments, p. 27-29

3.1.4 Assessing Vocabulary

A Practical Guide to Reading Assessments, p.25-26

3.1.5 Assessing Reading Comprehension

<http://content.scholastic.com/browse/article.jsp?id=4452>

A Practical Guide to Reading Assessments, p. 30-35

3.2 The role of assessment in planning instruction to meet student learning needs

Reading Assessment: Principles and Practices for Elementary Teachers (2nd ed.),pp. 1-45

Day 2

Assessment 101

<http://www.sedl.org/reading/rad/chart.html>

<http://www.newhorizons.org/strategies/assess/terminology.htm>

3.3 Interpretation of formal and informal test results

Reading Assessment: Principles and Practices for Elementary Teachers (2nd ed.)pp. 247-307

<http://www.nrsi.com/rsi.html>

3.4 Measurement concepts and characteristics

Reading Assessment: Principles and Practices for Elementary Teachers (2nd ed.) pp. 71-07

Day 3

3.5 Test reliability and validity

Handout materials

3.5.1 Measures of Central Tendency

3.5.2 Correlation

3.5.3 Concurrent Validity

3.5.4 Construct Validity

3.5.5 Content Validity

3.5.6 Predictive Validity

3.5.7 Reliability expressed as coefficient

3.5.8 Internal consistency

3.5.9 Equivalence

3.5.10 Stability

3.5.11 Norming

3.6 Characteristics, administration, and interpretation of both qualitative and quantitative instructional assessments:

Validity, Reliability, and Utility of the Observation Survey of Early Literacy Achievement. *Reading Research Quarterly*, 41(1), 8–34.

3.6.1 Screening

<http://www.readingrockets.org/article/11336>

3.6.2 Diagnosis

<http://thejournal.com/articles/15116>

3.6.3 Progress Monitoring

<http://www.studentprogress.org/>

3.6.4 Outcome Measures

<http://www.tltc.ttu.edu/content/asp/assessment/pages/pg02.pdf>

Day 4

3.7 Analysis of data to identify trends that indicate progress in reading development
Practical Steps for Informing Literacy Instruction. CH 1 -2

<http://www.readingonline.org/articles/kibby/index.html>

3.8 Using Data to differentiate instruction

Practical Steps for Informing Literacy Instruction. Chapters 3 and 4

http://www.nrsi.com/our_research_carbo_reading.html

3.9 Interpretation of data with application of instruction matching appropriate level of intensity

Reading Assessment: Principles and Practices for Elementary Teachers (2nd ed.), pp. 153-202.

<http://www.infotoday.com/mmschools/may02/kleiber.htm>

<http://www.readingonline.org/articles/partridge>

Day 5

Comprehension

3.10 Identification of appropriate criteria for selection specimen materials for portfolios

Reading Assessment: Principles and Practices for Elementary Teachers (2nd ed.), pp. 213-245

3.11 Interpretive issues rising from use of English language tests to assess reading growth in LEP students

Reading Assessment: Principles and Practices for Elementary Teachers (2nd ed.) pp 49-55

3.12 Appropriate reading assessment techniques for diagnosis and monitoring reading progress of LEP students and students with disabilities in reading.

Reading Assessment: Principles and Practices for Elementary Teachers (2nd ed.) pp.56-73

Resources:

On the Web:

1. Just Read Florida <http://www.justreadflorida.org/>
2. Big Ideas in Beginning Reading <http://reading.uoregon.edu/index.php>
3. International Reading Association <http://www.reading.org/>
4. ASCD <http://www.ascd.org/portal/site/ascd/index.jsp/>
5. Strategies that Work: Technology Integration Resources
http://www.mayer.cps.k12.il.us/Strategies_that_Work/STW.htm
6. The Core Knowledge Foundation <http://www.coreknowledge.org/CK/index.htm>
7. Reading Rockets <http://readingrockets.org/articles/242>

8. The National Right to Read Foundation <http://www.nrrf.org/aboutphonics.htm>

Journals:

1. Educational Leadership
<http://www.ascd.org/portal/site/ascd/menuitem.a4dbd0f2c4f9b94cdeb3ffdb62108a0c/>
2. The Reading Teacher <http://www.reading.org/publications/journals/rt/>
3. Phi Delta Kappan <http://www.pdkintl.org/kappan/kappan.htm>
4. TEACH magazine <http://www.teachmag.com/>

IV GRADING POLICY

Grades assigned for this module will be Letter Grade.

- This unit is designed to utilize time efficiently; therefore, attendance is mandatory and punctuality is expected. Missing any part of instruction time will negatively impact your learning experience. The teaching profession highly regards time as a crucial component, and is an integral facet of this module.
- It is expected that the individual who participates in this program is a self-motivated, high achieving adult that is capable of directing their own personal learning activities. Portfolio assignments will be clearly addressed. Inclusion of excellent professional quality performance is expected to be reflected in the artifacts.
- The final exam will be comprehensive in scope covering the objectives and competencies.

V. PORTFOLIO PROJECTS

A set of lesson plans and activities demonstrating each of the five major components of reading with correlating Sunshine State Standards will be required.

Cheating and plagiarism will not be tolerated. It is the student's responsibility to be aware of Indian River Community College's policy concerning cheating and plagiarism. Violations of this policy will result in a failing grade.

Indian River Community College provides reasonable accommodations to students with documented disabilities through the Educational Services Division / Student Disability Services Office. The rights of students with disabilities which pertain to post-secondary education are provided under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. These laws prohibit discrimination by institutions to "otherwise qualified" students with disabilities. This enables such students to have an equal opportunity to benefit from the education offered by those institutions.