**Overview**

This course provides an overview of literacy assessments and intervention models. Course modules focus on the following:

* Reading processes
* Assessments of reading processes related to phonology, fluency, vocabulary, and comprehension
* Intervention models particularly Response to Intervention (RTI)
* Issues related to assessment, including the effects of policy on how assessments are conducted and how assessment outcomes are used

**This course addresses the following *Standards for Reading Professionals* (IRA, 2010):**

Standard 1: Foundational Knowledge

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| 1.1 | Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. |

Standard 3: Assessment and Evaluation

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| 3.1 | Understand types of assessments and their purposes, strengths, and limitations |
| 3.2 | Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes |
| 3.3 | Use assessment information to plan and evaluate instruction |
| 3.4 | Communicate assessment results and implications to a variety of audiences |

Standard 4: Diversity

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| 4.1 | Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. |

**Required Texts for you to Purchase**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Leslie, L., & Caldwell, J. S. (2017). *Qualitative Reading Inventory-6*. Boston, MA: Pearson.

McKenna, M. C., & Stahl, K. A. D. (2015). *Assessment for reading instruction* (3rd ed.) New York: Guilford Press.

**Additional chapters and articles will be accessible to you electronically as noted on the course schedule**.

**Course Structure**

While this is a web-based course, it is important for you to complete all readings and assignments on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the 14 modules, you will need to spend that amount of time on the website in addition to your weekly readings and assignments. Additionally, there is a final debriefing module, which is an opportunity to take stock of your learning over the course of the semester.

**Expectations for Participation**

This online course is not self-paced. You are expected to complete one module every week. Modules begin on Mondays and end on Sundays at 8pm weekly. Completing a module involves reading, submitting assignments, and participating in wiki discussions. You are expected to engage deeply with the subject matter, to take risks in your thinking, and to learn from one another. The quality of this class depends on the community we create as we engage with the course content.

For each module, you have an opportunity to earn 10 points for your participation. These points will be awarded at the close of  wikidiscussion for each module and recorded in the online gradebook.  You are expected to post answers to the initial question(s) posted weekly by Thursdays at 8pm.  You are also expected to post at least two follow up posts by Sundays at 8pm.  Failure to post or late posts will result in points lost.

Participation in each course module is the equivalent to attending a class meeting. If you do not participate in a module discussion, you will receive zero points for that module. Not participating in the discussion for a module is treated just like an absence. Therefore, if you miss more than one  “class” (participation in module discussions), your grade will be reduced by one level for each class beyond one missed class. For example, if you miss two classes, the highest grade you could receive in the course would be within the B level. If you miss three classes, the highest grade you could receive would be within the C level. Participating in each module in a timely manner is critical; you cannot make up a missed module by doing alternative work. That is, once a discussion module is complete, you cannot make up the points that you would receive for participating in that discussion.

**Course Assignments**

Below is a brief description of each assignment for this course. Detailed assignment guides are posted on the course website; criteria for grading are also included in the assignment sheets. **All assignments should be submitted electronically in the course website**.

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| **Assignment** | **Points** |
| Interactive reading guides* 3 Guides
 | 73 |
| Emergent literacy simulation  | 5 |
| Assessment portfolio | 25 |
| Article analysis | 50 |
| Miscue analysis | 22 |
| NAEP Investigation | 32 |
| RTI Assignment | 30 |
| Final exam | 45 |
| Discussion board participation | 65TOTAL:347   |

**Assignment Descriptions**

Below is a brief description of each assignment for the course. Detailed assignment guides and rubrics for grading are posted on CourseWeb.

*Interactive Reading Guides*

You will complete three interactive reading guides. These are designed to focus your attention on key ideas in readings and provide a context for interrogating those ideas.

*Emergent Literacy Simulation*

You will complete a simulation where you will score and discuss emergent literacy assessments.

*Assessment Portfolio*

To complete this assignment you will provide descriptions and examples of various literacy assessments.

*Article Analysis Assignment*

This assignment involves analyzing a professional article using the *Publication Manual of the American Psychological Association* to structure your analysis.  If you need support in professional writing, please utilize the University of Pittsburgh Writing Center.

*Miscue Analysis*

You will score a sample of oral reading protocols and interpret the results.

*NAEP Investigation*

You will review documents on the NAEP website and identify important assessment constructs used by NAEP.

*RTI Assignment*

You will read a sample of articles about RTI and develop an annotated bibliography.

*Final Exam*

The final exam has two parts:  Part 1 involves an investigation of assessments related to the Common Core State Standards; Part 2 involves analyzing an article about assessments related to RTI.

*Discussion Board Participation*

There are 13 opportunities to participate in an online group discussion of the readings that are assigned for  the  week.    To facilitate  the  discussion  the  course  instructor  will  pose  a  number  of discussion questions based on the assigned readings for the module.  You are expected to participate in these discussions in a substantive way (by both responding directly to the questions and by responding to others’ comments). Please avoid simple comments similar to, "I agree with you."  or "Good point."  Posts that are not substantive will not receive full points.  You should be on the wiki several times during the week to respond to follow up comments and questions your colleagues may post.

\*\*Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. Each module will begin on Mondays at 8 a.m. and run through at Sunday at 8 p.m. You must start posting for each module by Thursday of each week so that the class will have through to engage in conversation.

**Grading Policy**

The assignments for this course are designed to give you opportunities to reflect on your learning and to structure your weekly participation in the course. Assignments are also opportunities for you to receive feedback on your progress and performance. Detailed course assignment sheets and grading rubrics will be available for each assignment.

Grades will be assigned based on the following ranges:

94-100% = A

90-93 = A-

87-89% = B+

83-86%= B

80-82% = B-

74-79% = C

69-73% = D

*Late assignment policy*

The pace of the class requires that you do not fall behind in assignments; thus, late assignments will not be accepted unless arrangements have been made with the course instructor in **advance of the due date**. If an extension is needed for assignments, this must be arranged before the due date and will be granted for only the most extenuating of circumstances.

**Note**: if you are granted an extension with an agreed-upon new due date and the assignment is not turned in by that date, there will be no credit given for the assignment.

Late assignments will result in 10% point loss for each calendar day late (weekends included).  No assignment will be accepted more than 3 days past the due date.  Assignments are due at 8:00pm.  Assignments submitted at 8:01pm or beyond are considered late.

*Revising assignments*

If your work on an assignment is graded below 80% you may revise and resubmit it one time **within one week of receiving your returned assignment**. Resubmissions should be submitted by responding **on the original submission**. **Type your revised response under your original response**. The highest grade you can receive on a resubmitted assignment is an 80%. This will replace your original grade.

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| **Module 1** | **Course Introduction and Reading Processes** |
|   |  Read the course syllabus, including all course policies.  Review the course schedule.  Read Perfetti, C, & Adlof, S.M. (2012). Reading comprehension: A conceptual framework from word meaning to text meaning. In J. P. Sabatini, E. Albro & T. O'Reilly (Eds.), *Measuring up: Advances in how we assess reading ability* (pp. 3-20). Lanham, MD: Rowman & Littlefield Education.    Introduce yourself in the "Introduce Yourself" discussion.   Complete Interactive Reading Guide 1.   Participate in Module 1 Discussion. |
| **Module 2** | **Reading Processes and Literacy Assessment: Concepts and Constructs** |
|   |   Read chapters 1 and 2 in *Assessment for Reading Instruction* (McKenna & Stahl, 2015).      Begin Assessment Portfolio Assignment.   Complete Interactive Reading Guide 2.   Participate in Module 2 Discussion. |
| **Module 3** | **Emergent Literacy Assessments** |
|   |   Read chapter 4 in Assessment for Reading Instruction (McKenna & Stahl, 2015).   Continue working on Assessment Portfolio Assignment.   Participate in Module 3 Discussion. |
| **Module 4** | **Word Recognition and Spelling Assessments** |
|   |   Read chapter 5 in *Assessment for Reading Instruction* (McKenna & Stahl, 2015).       Continue working on Assessment Portfolio Assignment.   Participate in Module 4 Discussion. |
| **Module 5** | **Rapid Word Recognition** |
|   |   Read Frye, E., & Gosky, R. (2012).  Rapid word-level automaticity and its relation to other measures of reading.  *Reading Psychology*, 33, 359-366.   Continue working on Assessment Portfolio Assignment.   Participate in Module 5 Discussion. |
| **Module 6** | **Fluency Assessments** |
|   |    Read chapter 6 in *Assessment for Reading Instruction* (McKenna & Stahl, 2015).       Read Deeney, T. A. (2010). One-minute fluency measures: Mixed messages in assessment and instruction. *Reading Teacher* 63(6), 440-450.        Complete Assessment Portfolio Assignment.       Complete Interactive Reading Guide 6.   Participate in Module 6 Discussion. |
| **Module 7** | **Comprehension and Comprehension Assessments** |
|   |    Begin Article Analysis Assignment:   Read APA Publication Manual, pages 21-40.   Read Applegate, M.D., Applegate, A.J., & Modla, V.B. (2009). "She's my best reader; she just can't comprehend": Studying the relationship between fluency and comprehension. Reading Teacher, 62(6) 512-521.Participate in Module 7 discussion.   |
| **Module 8** | **Comprehension and Comprehension Assessments (*continued*)** |
|   |    Read Dewitz, P., & Dewitz, P.K. (2003). They can read the words, but they can't understand: Refining comprehension assessment. Reading Teacher, 56(5), 422-435.    Complete Article Analysis Assignment.     Participate in Module 8 Discussion. |
| **Module 9** | **Qualitative Reading Inventory-5: Overview, Research Base, Uses, Word Lists** |
|   |    Read sections 1-5 in *Qualitative Reading Inventory-6* (Leslie & Caldwell, 2017).       Participate in Module 9 Discussion. |
| **Module 10** | **Qualitative Reading Inventory-5: Comprehension** |
|   |    Read sections 8 and 10 in Qualitative Reading Inventory-6 (Leslie & Caldwell, 2017).       View video clips 1-3 of demonstrations for providing directions for QRI comprehension assessments listed as **video link**.   Read section 7 in Qualitative Reading Inventory-6 (Leslie & Caldwell, 2017).    Begin Miscue Analysis Assignment.        Participate in Module 10 Discussion. |
| **Module 11** | **NAEP** |
|   |   Complete Miscue Analysis Assignment.       Complete NAEP Investigation.    Participate in Module 11 Discussion. |
| **Module 12** | **Response to Intervention** |
|   |     Read Lipson, M.Y. (2011).  Diagnosis: The missing ingredient in RTI assessment. *Reading Teacher*, 65(3), 204-208.        Read Lipson, M. Y., & Wixson, K. K. (2012).  To what interventions are students responding? *Reading Teacher*, 66(2), 111-115.         Read Mesmer, E.M., & Mesmer, H.A.E. (2008). Response to Intervention (RTI): What teachers of reading need to know. *Reading Teacher*, 62(4), 280-290.       Walker-Dalhouse, E., & Risko, V. J. (2009).  Crossing boundaries and initiating conversations about RTI: Understanding and applying differentiated classroom instruction.  *Reading Teacher*, 63(1), 84-87.         Read Wixson, K.K., & Valencia, S. W. (2011). Assessment in RTI: What teachers and specialists need to know. *Reading Teacher*, 64(6), 466-469.    Begin RTI Assignment. |
| **Module 13** | **Response to Intervention (*continued*)** |
|   |   Complete RTI Assignment.      Begin Final Exam.       Participate in Module 13 Discussion. |
| **Module 14** | **FINAL EXAM** |
|   |  Complete Final Exam. [Due at the end of the term.] |