



Course Syllabus

2022-2023

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EDUC 6638 Advanced Assessment and Instruction in Reading

College

College of Education

Section

OLA01

Term

2023SP

Campus

Online

Course Description

This course recognizes the necessity of a teacher to possess a thorough understanding and competence in classroom assessment/diagnostic principles and instructional practices for improving learner reading ability. Emphasis is placed on providing candidates with theoretical and practical experiences that will enhance and strengthen their knowledge base and enable them to gain competence with: (1) the reading processes, (2) the skills of reading, (3) reading assessment tools, (4) techniques and strategies for addressing specific reading strengths and difficulties of students, and (5) procedures for developing individual prescriptions for reading improvement based on identified student needs. Topics include: (1) what teachers need to know about reading assessment, (2) changing trends in assessment, (3) ongoing assessment, (4) periodic in-depth assessment, (5) portfolio assessment, (6) formal measures (norm-referenced, criterion-referenced, and minimum competency testing), (7) instructional strategies for remediation, and (8) assessment factors related to reading problems. (Pre-service certificate required. Field experience required.)

Credits

3

Instructor

Dr. Pam Colvin

Email Address

pcolvin@piedmont.edu

Office

Virtual

Phone

678-736-9679 (Cell)

Office Hours

Virtual Office Hours will primarily be scheduled each week. As your instructor, I am available for support, as needed, with course expectations and assignments. I am also available if a student expresses a critical need for support during the semester. Contact can be made via Piedmont email, Canvas email, or text to set up individual or group conferences.

Textbooks and Class materials

Johns, J. L. (2001). *Basic reading inventory* (12th ed.). Dubuque, IA: Kendall Hunt.

(This is a two-book set – the text and a workbook; make sure you get both. If you purchase digital, you will have to make copies.)

Stahl, K.A.D, Flanigan, K., & McKenna, M.C (2020). *Assessment for reading instruction* (4th ed.). New York: The Gilford Press
Boston, MA: Pearson.

Recommended [not required] Text – You will be held responsible for all APA format on assignments:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D. C.: American Psychological Association

Additional Resources and Texts Below May Be Referenced in the Course (General for the Course):

Tompkins, C. (2013). *50 literacy strategies, step by step* (4th ed.). Boston, MA: Pearson.

Vacca, J.L., Vacca, R.T., Gove, M.K., Burkey, L.C., Lenhart, L.A., & McKeon, C.A. (2012). *Reading and Learning to Read* (9th ed.).

Supplemental readings will be required as needed throughout the course

Student Learning Outcomes

Upon successful completion of this course, the candidate will be able to:

1. Recognize widely-accepted reasons for reading difficulties.
2. Administer an informal reading inventory.
3. Refer to the IRA/NCTE standards for assistance in assessing reading and writing.
4. Interpret findings from an informal reading inventory to discover reader's strengths and weakness for planning appropriate lessons for students.
5. Relate a child's success or lack of success in learning to read to environmental, health influences, and/or lack of parental support.
6. Use established quantitative and qualitative testing procedures to measure reading performance and ability.
7. Establish an understanding of what occurs during reading by observing and collecting relevant instructional data on student performance during reading lessons.
8. Demonstrate knowledge and skills of effective ways to organize and manage reading instruction in the classroom environment for all students including diverse learners and children from different cultural and linguistic backgrounds.
9. Demonstrate knowledge of various remediation strategies which would facilitate reading development.
10. Examine and evaluate reading technology as a differentiated approach to reading instruction.
11. Produce structured components of a professional case study with appropriate scaffolding.
12. Survey and evaluate instructional materials for reading using readability formulas.
13. Explore and analyze the state standards to produce appropriate instruction for children.
14. Utilize formative and summative literacy assessments.

Educational Technology Requirements

Online/Hybrid

Minimum technology requirements for online and hybrid courses may be found at the following URL: <https://www.piedmont.edu/academics/technology-requirements/>.

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance.

Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

A	100%	to	90%
B	less than 90%	to	80%
C	less than 80%	to	70%
D	less than 70%	to	60%
F	less than 60%	to	0

Grading System

Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied to the total points:

A	100% to 90%
B	less than 90% to 80%
C	less than 80% to 70%
D	less than 70% to 60%
F	less than 60% to 0

Grading of Assignments:

Getting to Know the Basic Reading Inventory 10 pts.

*Word Recognition Interpretation and Intervention (Section 1 of APT Study) 10 pts.

*Oral Reading Fluency Interpretation and Intervention (Section 2 of APT Study) 10 pts.

*Comprehension Interpretation and Intervention (Section 3 of APT Study) 10 pts.

*Diagnostic Reading Report and Qualitative Analysis (Section 4 of APT Study) 10 pts.

Instructional Intervention Strategy Paper 20 pts

Formative Assessments: Discussion Posts, Quizzes, Progress Monitoring 20 pts.

Final Reflection Paper 10 pts

Total 100 pts.

*The 4 assignments are separated for grading purposes and are combined to make up the APT (Assess, Plan, and Teach) Study to equal 40 pts.

Attendance

Active Course Participation and Professionalism are expected. This course, EDUC 6638-OLA01, is an asynchronous online course. Engaged, online participation and timeliness are required throughout the course and are a part of professional disposition. All assignments are due on or before the day and time indicated on Canvas. Completion of all assignments is required for a passing grade in the course.

Check Canvas and email regularly [daily is suggested] for assignments and updates. Weekly announcements are posted to maintain consistent communication. If you are unclear about assignments or expectations, don't hesitate to contact your professor for clarification. **Communication is key.**

Students will participate in the course by engaging in discussions and activities based on professor prompts relevant to the module topics. Professional communication in these interactions/discussions and personal communication with the professor factor into professionalism. Rules and expectations for discussions are discussed in the Introduction Module of the course. **NOTE: Within a module, initial discussion posts are due by Thursday to allow everyone time to participate in two peer replies by Sunday evening.** Modules are available early on Sundays, so it is recommended that you review the module in advance to begin to prepare the discussion post before Thursday.

Class Policies

General Guidelines for Written Work:

Use APA style (7th Ed.) for assigned papers. All papers for the course are to be typed using 12 pt. APA-approved font. Papers should be double-spaced, error-free, and grammatically correct (including punctuation, spelling, capitalization, etc.). Make good use of writing references such as dictionaries, writing handbooks, writing reminder materials, computer spelling and grammar

checks, and tutoring from the Learning Center. Work submitted should reflect your professionalism and college-level writing. Your writing and reflections will be assessed according to the depth, breadth, clarity, and accuracy they convey. I reserve the right to deduct points from your total grade if there are significant grammar and/or APA style errors in what you have turned in. If you need a writing tutor, please schedule an appointment in our College Student Success Center. <https://www.piedmont.edu/learning-center>

Description of Assignments:

Readings from the assigned texts will be one focus for discussions and writing. Please read the assigned readings. Think about how the readings relate or could relate to your classroom teaching experiences. Also, keep in mind that you are responsible for the reading assignments and videos even if they are not specifically a part of course discussion posts and notes. **Completion of all assignments is required for a passing grade in the course.** If at any time you are unclear about assignments or expectations, please contact me for clarification. Other assignments or activities may be required as deemed necessary to assure the mastery of the course objectives as stated.

Specific Assignments:

Getting to Know the Basic Reading Inventory:

10 points

All candidates will familiarize themselves with the Basic Reading Inventory by first reading Section 2 - pages 21-56, and answering the questions found online in Canvas. These are based on pages 18-20 in the Johns' text. In our online, asynchronous course, the questions relating to Getting to Know the Basic Reading Inventory, are found in Modules 4 and 5 on Canvas in the Quizzes tab.

Word Recognition Interpretation and Narrative Commentary:

10 points

Candidates will administer mock word recognition assessments and use the collected data to write a paper outlining the reader's strengths and weaknesses, and a plan of instructional intervention.

Fluency Interpretation and Narrative Commentary:

10 points

Candidates will administer mock fluency assessments and use the collected data to write a paper outlining the reader's strengths and weaknesses, and a plan of instructional intervention.

Comprehension Interpretation and Narrative Commentary:

10 points

Candidates will administer mock comprehension assessments and use the collected data to write a paper outlining the reader's strengths and weaknesses, and a plan of instructional intervention.

Instructional Intervention Strategy Paper:

20 Points

Candidates will complete a professional, college-level paper (using APA style – 7th edition) on an instructional intervention strategy chosen by the candidate. The choice of strategy may be based on the needs of the student assessed in the simulated assessment of the Basic Reading Inventory – Word Recognition/Vocabulary, Fluency, and Comprehension. Candidates will choose one of these literacy skill areas assessed by the BRI and select a detailed strategy. The paper will explore the selected strategy and outline a detailed and planned intervention that could be implemented with the student.

Formative Assessment: Discussion Posts, Quizzes, and Progress Monitoring:

20 Points

This assignment includes quizzes, handouts, and mainly discussion posts that provide progress monitoring. This will include non-traditional forms of quizzes and will occur throughout the semester

Final Reflection Paper:

10 Points

Candidates will complete a professional, college-level paper (using APA style – 7th edition) as a final reflection of this course. This paper will serve to provide insights into the student's learning this semester about reading assessment and their experiences with a simulation of an administration of a reading inventory and a mock assessment.

Make-up Policy

There is no makeup work in an asynchronous class. Only late assignments that have been prearranged with the professor will be accepted. Late penalties of 10% of possible points may apply. Participation and completion of all activities and submission of work are required. Other assignments or activities may be added as necessary to ensure the course objectives' mastery.

Course Outline/Schedule

***NOTE:** Readings include: Johns, J.L. et al (2001) *Basic Reading Inventory* and Stahl, K.A.D. et al (2020) *Assessment for Reading Instruction*

Week/Date	Module Overview/ Topic	Readings	Assignment
Week 1: Jan. 9-15	Module 1 Reading Development and Models of Reading Assessment Course Introductions and Expectations	Ch. 1 - Stahl's text (pgs.1-23)	<p>Complete the following expectations (REQUIRED). The first four are located on our course homepage:</p> <ul style="list-style-type: none"> · Online Introductions on the Discussion Thread · Introduction to Online Course Module · Student Responsibility Agreement · Academic Integrity Policy Agreement · Set up Notifications to Receive Course Announcements on your Piedmont Lion's Email. Click this link and follow the online directions: <p>Canvas Notifications for Students</p> <p>Respond: Module 1 Discussion Post due: 1/12, Peer Response due: 1/15</p>
Week 2: Jan. 16-22	Module 2 Introduction to Concepts of Assessment and Reading	Ch. 2 - Stahl's text (pgs. 24-41)	<p>Respond: Module 2 Discussion Post due: 1/19, Peer Response due: 1/22</p>
Week 3: Jan. 23-29	Module 3 Reading Assessments and Informal Reading Inventory	Ch. 3 - Stahl's text (pgs.42-79) Section 1 – Johns' text (pgs.3-20)	<p>Respond: Module 3 Discussion Post due: 1/26, Peer Response due: 1/29</p>
Week 4: Jan. 30-Feb. 5	Module 4 Informal Reading Inventory: Process of Administering the Basic Reading Inventory	Section 2 – Johns' text (pgs.21-56)	<p>Assign: Getting to Know the Basic Reading Inventory - Online Assignment/Quiz (Due: 2/12)</p>
Week 5: Feb. 6-12	Module 5 Reading Assessments and Diagnostic Instruments in Emergent Literacy	Ch. 4 – Stahl's text (pgs. 80-111) Review: Section 1 – Johns' text for Assignment using the Basic Reading Inventory	<p>Respond: Module 5 Discussion Post due: 2/9, Peer Response due: 2/12</p>
Week 6: Feb. 13-19	Module 6 Diagnostic Process and Intervention - Word Recognition and Vocabulary	Ch 5 – Stahl's text (pgs. 112-155) Section 2 – Johns' text (pgs 22-26) Form A – Johns' text (pgs. 154-157)	<p>Assign: Mock Word List/Word Recognition Interpretation and Intervention (Due: 2/26)</p>

Week 7: Feb. 20-26	Module 7 Diagnostic Process and Intervention – Oral Reading and Fluency	Ch 6 – Stahl's text (pgs. 156-171) Section 2 – Johns' text (pgs 26-28; 32-38; 40-45) Form A – Johns' text (pgs. 175-178)	Assign: Mock Oral Reading Fluency Interpretation and Intervention (Due: 3/5)
Week 8+: Feb. 27-Mar. 5 Mar. 6-12 (2-weeks)	Module 8 Diagnostic Process and Intervention - Comprehension	Ch 7 – Stahl's text (pgs. 172-194) Section 2 – Johns' text (pgs 29-32; 39-40) Form LL – Johns' text (pgs. 325-330)	Assign: Mock Comprehension Interpretation and Intervention (Due: 3/12)
Week 9: Mar. 13-19	Module 9 Interpret Assessment Data to Inform Diagnostic Reading Report	Ch 12 – Stahl's text (pgs. 287-294) Section 4 – Johns' text (pgs 98-115) Form A – Johns' text (pgs. 150-151) Form LL – Johns' text (pg. 319)	Assign: Develop a Mock Basic Reading Inventory Diagnostic Reading Report (Due: 3/26)
Week 10: Mar. 20-26	Module 10 Aligning Research-Based Teaching Strategies to Reading Assessment Data	Review: Ch 5 – Stahl's text (pgs. 125-130) Ch 6 – Stahl's text (pgs. 163-171) Ch 8 – Stahl's text (pgs. 210-217) Read: Section 5 – Johns' text (pgs. 117-129)	Assign: Instructional Intervention Strategy Paper For Word Recognition/Vocabulary, Fluency, or Comprehension (Due: 4/9) Respond: Module 10 Discussion Post due: 3/23, Peer Response due: 3/26
Week 11: Mar. 27-Apr. 2	Module 11 Implementing Reading Instruction/ Intervention (Teaching)	Review: Ch 5 – Stahl's text (pgs. 125-130) Ch 6 – Stahl's text (pgs. 163-171) Ch 8 – Stahl's text (pgs. 210-217) Read: Section 5 – Johns' text (pgs. 117-129)	Assign: Instructional Strategy Review – Online Assignment/Quiz
Week 12: Apr. 3-9	Module 12 Purposes for Reading (Strategic Knowledge)	Ch 9 – Stahl's text (pgs. 228-241)	Respond: Module 12 Discussion Post due: 4/6, Peer Response due: 4/9

Week 13: Apr. 10-16	Module 13 Affective Factors in Reading: Attitudes and Interests	Ch 10 – Stahl's text (pgs. 242-264)	Respond: Module 13 Discussion Post ONLY (Discussion Post due: 4/16)
Week 14: Apr. 17-23	Module 14 Assessing Readers in Grades 4–8: Guiding Concepts	Ch 11 – Stahl's text (pgs. 265-286)	Assign: Final Reflection Paper (Due: 4/30)
Week 15: Apr. 24-30	Module 15 Final Reflection on Reading Assessment and Final Wrap Up		

Piedmont Policies

Non-Discrimination Policy: It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

Piedmont University adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

The Learning Center exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, writing, and more. All tutors have excelled in the subjects that they help support and tutors are trained in the art of tutoring. Tutoring sessions and athletes in the Study Hall are monitored to provide the individualized attention our students need to achieve their personal best. We offer support by appointment in Starfish and walk-in availability is provided on a first come first served basis. For more information, please contact Oliver Howington ohowington@piedmont.edu or call 706-778-8500, ext. 1176 or visit: <https://www.piedmont.edu/learning-center>.

Piedmont University strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **Office of Accessibility, Resources, and Services (OARS)** to initiate a conversation with our Director of Compliance, Equity, and Inclusion, Courtney Snow, about your options. Please know that accommodations are not retroactive, so avoid any delays. Contact Courtney Snow. at csnow@piedmont.edu or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: https://piedmont-accommodate.symplicity.com/public_accommodation/. If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: <https://piedmont-accommodate.symplicity.com/students>

Statement on Academic Integrity: Students must be familiar with the university academic integrity policy. Plagiarism and other violations of this policy will not be tolerated. Instructors must send any academic integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See catalog at <https://piedmont.smartcatalogiq.com/> for complete policy.

Directives on Completion of Student Work: Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

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Starfish®: We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful. In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly connect to many resources using Starfish. We hope you will choose to use the tool to support your success. You may access Starfish at <https://piedmont.starfishsolutions.com/starfish-ops/support/login.html?tenantId=9379>.

Piedmont University Library is dedicated to the success of our on- and off-campus students. The Library's website (<https://library.piedmont.edu/home>) offers the fastest, simplest solution to finding the authoritative sources you need: journal citations and full-text articles, access to books and eBooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: speedy assistance is available via chat or email with the Ask a Librarian service.

Additional Information

Social Justice Statement

All are welcome as we strive to learn together, regardless of ability status, affectional orientation, age, color, ethnicity, gender expression, gender identity, marital status, nationality, political ideology, race, religious beliefs, sex, sexual orientation, spiritual beliefs, socioeconomic status, or veteran status. It is important that professors and students all strive to maintain an environment (online and in-person) in which all individuals receive respect, acceptance, positive regard, and the opportunity to safely develop and exchange ideas. We must acknowledge diverse world views and celebrate our rich differences. As educators, our ability to respect, support, and celebrate our differences has a profound impact on our daily interactions with our students and our classrooms. To support a safe and welcoming environment in our classrooms, Piedmont University College of Education professors will seek to promote fairness, empowerment, and advocacy for each student.

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so avoid any delays. Contact Courtney Snow. at csnow@piedmont.edu or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: https://piedmont-accommodate.symplicity.com/public_accommodation/. If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: <https://piedmont-accommodate.symplicity.com/students>

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