MTLA 678: Instruction and Assessment of Older Literacies Learners  
(fulfills Assessment of Reading course PreK-Grade 5)  
Course Meeting Time and Place: Thursday, 5:00-7:00 p.m., ECTR 201  
Spring, 2017

Instructor: Emily Neil Skinner, Ed.D.  
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Office/In-Person Contact Hours: M/W: 12:45-1:45; 3:30-4:00 p.m. (Office); Th: 11:00 a.m.-12:00 p.m. (416 field site); 7:00-8:00 p.m. (ECTR 201)

Course description:

Examination of all processes involved in literacy, speaking, listening, reading, writing, viewing and thinking. Specifically, this course is designed to push your thinking to analyze critically how older learners are and become "literate" in traditional and non-traditional educational settings. This course views literacy as a life-long process.

The following Read to Succeed Standards will serve as the major objectives for this course:

Standard 3: Assessment & Evaluation  
Teachers use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3.1: Understand types of assessments and their purposes, strengths, and limitations.  
- Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.  
- As appropriate, analyze data including but not limited to running records and/or miscue analysis.  
- Describe strengths and limitations of a range of assessment tools and their appropriate uses including those utilized in early childhood classrooms.  
- Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
• Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
  • Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness. [These tools may include standardized or more subjective measures, such as rubrics, observations, surveys, and anecdotal records.]
  • Select or develop appropriate literacy assessment tools which include skills/strategies specific to early childhood classrooms such as phonological awareness, concepts of print, oral language development, and other symbol-sound relationships in meaningful contexts.
  • Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.
  • Interpret and use assessment data to analyze individual, group, and classroom performance and progress.

3.3: Use assessment information to plan and evaluate instruction.
  • Use assessment data based on strengths and needs to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.
  • Use assessment data to evaluate students’ responses to instruction and to develop relevant next steps for teaching so that all students use a variety of strategies (monitoring, searching, predicting, etc.). Interpret patterns in classroom and individual students’ data.
  • Use assessment data to determine whether all students use meaning, visual and structural cues when reading, spontaneously self-monitor for meaning, and when they do, what skills and strategies they individually and collectively use to problem solve.
  • Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.

3.4: Communicate assessment results and implications to a variety of audiences.
  • Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.

Standard 8: Home School Connections
Teachers understand and value home school connections.

8.1: A child’s first teacher is the family and they provide home literacy support.
  • Use families’ “funds of knowledge” as a way of making validating students’ home culture.
8.2: It is important to connect parents, students and teachers all together.

- Plan home visits, design communication systems and offer parent workshops so that parents are aware of how they can support their student as a reader.
- Use language that is comprehensible and respectful of the family.

8.3: Know that parents have different levels of participation in the school setting based on cultural norms, available time, etc.

- Identify personal attitudes toward parental involvement.
- Acquire knowledge of why parents may or may not participate in school activities.
- Develop strategies to involve parents in a way that is comfortable for them to be involved.

**Required Texts:**

[https://www.amazon.com/One-Child-Time-Struggling-Readers/dp/1571104348/ref=sr_1_1?ie=UTF8&qid=1481587537&sr=8-1&keywords=one+child+at+a+time](https://www.amazon.com/One-Child-Time-Struggling-Readers/dp/1571104348/ref=sr_1_1?ie=UTF8&qid=1481587537&sr=8-1&keywords=one+child+at+a+time)


*Words Their Way* (chapters available on OAKS)

Journal articles (available on OAKS)

Online research

Self-selected practitioner book

**Time Commitment:**

Graduate courses typically run 2 hours and 45 minutes (inclusive of a 15 minute break that we will skip). You will spend 2 hours in face-to-face class meeting (5-7 p.m.) and 30 minutes some weeks implementing literacy assessments with a K-5th grade student of your selection. For every one hour in class, you are expected to spend two hours engaged in coursework out of class so you can anticipate spending up to 5 additional hours/week on readings and assignments. Weeks where there are assignments or presentations due will be more intensive and require closer to 5 hours than weeks with only readings.
Literacy Assessment Portfolio and Instructional Plan (45 points)

You will implement a battery of grade level appropriate literacy assessments throughout the semester with a child in kindergarten-5th grade. Based on these assessments, you will plan, implement and reflect upon assessment-based instruction.

Spelling
- **Implement Spelling Inventory for class (2 points)**
- Conduct Spelling Inventory Feature Analysis (Before 1/26 class)
- Plan differentiated spelling groups and make word sort recommendations for instruction in each group (Note: Bring spelling inventories to class on 1/26 for hands-on discussion and planning) (5 points)
- Implement spelling instruction word and write reflections on your implementation and student learning (3 points)

Writing
- On-Demand Writing Sample (2 points)
- On-Demand Writing Sample Analysis & Recommendations for Instruction (5 points)
- Writing Minilesson Implementation and Reflections (3 points)

Reading
- Reading Running Record, Vocabulary, Fluency & Comprehension Questions (5 points)
- Reading Analysis & Recommendations for Instruction (7 points)
- Reading Minilesson Implementation and Reflections (3 points)
- Powerful Reading Plan for one of the Four Resources or Identity (Five Parts) (*The Reading Turn Around*) (10 points)

Standardized Literacy Testing Presentation (12.5 points)

You will immerse yourself in learning more about a standardized literacy test that is administered in local schools through reading online information, interviewing educators who have/will be implementing the test, reviewing preparation material and if possible reviewing past student test data for your context. You will share your learning, findings and implications for class, school, and/or community based instructional or policy planning in class.
Differentiated Literacy Teaching Plans OR Culturally Relevant Text Talk (12.5 points)

Option 1: You will select one of the assessments from this course to implement with a class of students in K-5th grade. You will analyze the assessments and organize students based on your analysis into differentiated groups. You will then make a plan for implementing whole group, small, and individual strategy based writing, reading or spelling instruction.

Dave- You could develop personalized learning Road Map for this project.

Option 2: You will choose a particular identity of students that you teach or are interested in learning more about (e.g. English language learners, students with special needs, gifted students) and select a practitioner-based text or conduct a mini-literature review of peer-reviewed articles and online resources that discuss culturally relevant and research-based assessment and instruction targeted at your students of inquiry. You will share your findings and synthesize their significance and implications with the class.

Jenna- You might do lit review on teaching African American elementary aged boys

Attendance, Preparedness & Participation (30 points)

Literacy and teaching are a social process and collaborative effort. As students enrolled in a Masters level course, you all bring a wealth of background experiences and expertise in education to the course and weekly learning context. Your individual contributions to the class are important! You will be expected to come to each class prepared having actively read the readings and implemented relevant literacy assessments. This preparation and your professional expertise should guide your active participation in class. Each week’s attendance plus the final exam meeting are worth 2 points.

Grade Breakdown

- Literacy Assessments, Instructional Plans and Teaching Reflections 45 points
  - Spelling (10 points)
  - Writing (10 points)
Literacy Topics Addressed:
Phonics and Spelling Development (Words Their Way)
Writing Development (Calkins Writing Progression)
Running Records and Miscue Analysis (Fountas & Pinnell Benchmark Assessment System)
Vocabulary Building
Comprehension Subprocesses
Comprehension of Narrative Text
Comprehension of Informational Text
Fluency
Working with Students with Diverse Needs (e.g. English language learners, struggling readers, etc.)
Working with Families
Critical Literacies
Digital Literacies
Standardized Testing (e.g. SC Ready (Text Dependent Assessment (TDA))

Course Calendar

Week 1: January 12
Class Introductions
Course Overview
Syllabus
Assessment Literacy PPT
Pre-Assessment of Literacy Assessments Background Knowledge

Week 2: January 19
Spelling Development

Reading:
Words Their Way, Chs. 1-2 (pdf)

Week 3: January 26
Writing Progression

Assessment Implementation Due:
Spelling Inventory for Class

Reading:

Words Their Way Ch. 3 and developmental stage chapter of your spelling inventory

student/s as determined from spelling inventory

Week 4: February 2
Running Records and Miscue Analysis (Fountas & Pinnell Benchmark Assessment System)

Assessment Implementation Due: On-Demand Writing Sample
Assignment Due:
Differentiated spelling group plan, word sort recommendations for instruction and
reflections on teacher instruction and student

Reading:
One Child at a Time, Chs. 1-3

Week 5: February 9
Comprehension: Fluency & Self-Monitoring
Running Records and Miscue Analysis (Benchmark Assessment System)

Assessment Implementation: Running Record, Comprehension Questions, Vocabulary and
Fluency (from Benchmark Assessment System)

Assignment Due: OnDemand Writing Sample Analysis

Reading:
One Child at a Time, Chs. 4-5; 8

Week 6: February 16
Comprehension: Subprocesses
English Language Learners
Considering Dialect & Culture in Assessment

Reading:
*One Child at a Time, Chs. 6-7; 9*

Assignment Due:
Miscue Analysis from Running Record, Comprehension Questions, Fluency & Vocabulary

**Week 7: February 23**
Literacy Identity
Code Breaker

Reading:
*The Reading Turn-Around, Introduction, Part I & Part 2*

**Week 8: March 2**
Meaning Maker
Vocabulary

Reading:
*The Reading Turn-Around, Part III*

**Spring Break: March 9 NO CLASS**

**Week 9: March 16**
Text User
Informational Texts

Reading:
*The Reading Turn-Around, Part IV*

**Week 10: March 23**
Critical Literacies
Text Analyst
Checkology
Reading:
*The Reading Turn-Around, Part V*

Assignment Due: Powerful Reading Plan

**Week 11: March 30**
Standardized Tests
SC Ready: Text Dependent Assessment

Reading:

**Week 12: April 6**
Multimodal Assessments & Digital Literacies

**Readings:**

Early Childhood:

Elementary:

Middle School:

Policy:

**Week 13: April 13**
OVERFLOW
Student Evaluations
CCSD Spring Break

Reading:

**Week 14: April 20**
Standardized Test Presentations

**Exam Date TBA:** Differentiated Literacy Teaching Plans Presentation OR Culturally Relevant Text Talk

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**POLICIES AND PROCEDURES FOR COURSES IN THE SCHOOL OF EDUCATION***

1. **GRADING SCALE:**
   - A = 93-100
   - B+ = 88-92
   - B = 83-87
   - C+ = 78-82
   - C = 74-77
   - F = <74

2. **PROFESSIONAL BEHAVIORS/DISPOSITIONS:** Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:
   - We believe that all children can learn
   - We value and respect individual differences
   - We value respectful human interactions
   - We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
   - We are committed to inquiry, reflection, and self-assessment
   - We value collaborative and cooperative work
   - We are sensitive to community and cultural contexts
   - We engage in fair, responsible, and ethical practice

3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class. The instructor has the right to withdraw students for
excessive absences (more than 15%). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make-up work.

5. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/

Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:

http://writing.wisc.edu/Handbook/QPA_paraphrase.html

https://www.indiana.edu/~istd/example1paraphrasing.html

http://owl.english.purdue.edu/owl/resource/619/01/

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the
Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.
Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)