

# COURSE SYLLABUS

## SOUTHEAST MISSOURI STATE UNIVERSITY



Preparing the Competent Professional Educator  
Southeast Missouri State University  
THE COLLEGE OF EDUCATION  
Southeast Missouri State University  
Cape Girardeau, Missouri  
www.semo.edu

Department of Elementary, Early and Special Education      Course No. EL 625  
Title of Course: Specialized Assessment in Literacy Instruction      New FA 2008

**I. Catalog Description and Credit Hours of Course:** A theoretical course of literacy evaluation training in the administration and interpretation of 'An Observation Survey' and intervention processes. (2).

**II. Prerequisite (s):**  
Permission of Instructor

**III. Purposes or Objectives of the Course:**

The skills and understandings that the student should develop are as follows:

- A. Learn the theoretical principles of observation measurement tasks.
- B. Develop an understanding of the relationship between observation and reflective teaching.
- C. Learn how to administer and analyze running records of reading behavior for evidence of strategies used.
- D. Develop an understanding of the complex nature of oral and written language in literacy growth.
- E. Write comprehensive observation summaries based on evidence of oral and written language behaviors from multiple indicators.
- F. Develop an understanding for selecting the most appropriate instructional programs for meeting the needs of individual children.

Alignment of Standards

Objective	Conceptual Framework (Unit Standard Met)	SPA or NCATE Standard Met (IRA)	MoStep Standard Met	Assessment Assuring that the Objective has been met
The student will learn the Theoretical Principles of observation measurement tasks.	1.2 1.3	1.1 1.3 1.4	1.2.1, 1.2.8, 1.2.9,	Read all assigned materials prior to class. Small group discussions will meet daily to respond to specific assignments. Each student will be expected to actively participate in small-and whole-group discussions that reflect an understanding of the relationship of observation and assessment to instruction.
The student will develop an understanding of the relationship between observation and reflective teaching.	1.2, 1.3, 1.5 2.4	1.4, 3.2, 3.4,	1.2.1, 1.2.2, 1.2.6, 1.2.8,	constructive dialogues with other members of the class during video analysis.
The student will learn how to administer and analyze running records of reading behavior for evidence of strategies used.	1.3 1.5 2.1 2.4 3.4 4.1, 4.2	1.3, 3.1, 4.4,	1.2.2, 1.2.9	1.read all assigned materials prior to class. Small group discussions will meet daily to respond to specific assignments. Each student will be expected to actively participate in small-and whole-group 2. constructive dialogues with other members of the class during video analysis. 3.compile a literacy assessment notebook to include a minimum of the following assessment tools: Observation survey of reading and writing tasks and benchmark books for assessing text reading. 4. administer a variety of written language assessments for at least two children: (a) one child who needs extra help in reading and (1) child who is reading at average or above average levels. Each student will carefully analyze all assessments for evidence of reading and writing behaviors across literacy tasks and will use this information to make informed decisions about appropriate instruction for the children 5. learn how to analyze running records according to three levels of analysis.
Develop an understanding of the complex nature of oral and written language in literacy growth.	1.2, 1.5, 2.2, 4.1	1.4, 3.2, 3.3, 3.4	1.2.1, 1.2.2, 1.2.3, 1.2.5	administer a variety of written language assessments for at least two children: (a) one child who needs extra help in reading and (1) child who is reading at average or above average levels. Each student will carefully analyze all assessments for evidence of reading and writing behaviors across literacy tasks and will use this information to make informed decisions about appropriate instruction for the children
Write comprehensive observation summaries based on evidence of oral and written language behaviors from multiple indicators.	1.1 1.5 2.2 2.3 4.1 4.2	1.3, 1.4, 3.2, 3.3 3.4, 4.4	1.2.2, 1.2.5, 1.2.9	1. each student will write Observation Summaries that reflect useful and problem strategies used by the two children when reading and writing.
Develop an understanding for selecting the most appropriate instructional programs for meeting the needs of individual children.	1.4 4.1 1.5 4.2 2.1 3.2 3.4 2.2 2.3 3.1	1.3, 4.1, 1.4, 4.2 3.2, 4.3 3.3, 4.4 3.4 ,	1.2.3, 1.2.5, 1.2.7,	1. Each student will carefully analyze all assessments for evidence of reading and writing behaviors across literacy tasks and will use this information to make informed decisions about appropriate instruction for the children 2. Students will use the data collected to select appropriate materials that meet the needs of the children

### Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant *dispositions* and Praxis results of program graduates has reinforced the relevance of the College's emphasis on a synergistic meld of the themes of *competent, reflective, and caring* as the grounding artifact of its *conceptual framework*. As the lists of expected achievement indicators, competencies, and *dispositions* issued by government and professional groups become more extensive, only a *competent* professional who assiduously *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of *competencies, reflective learning, and caring* supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be *competent, reflective and caring* in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a *competent, reflective and caring* professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate *technology* throughout their individual subject area fields, to promote understanding and appreciation for *diversity*, and to support the development of *literacy* skills needed in an increasingly complex society. This *Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy*, provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and *assess* proficiencies according to standards evidenced in college, state and national standards.

**IV. Expectations of Students:**

Students will be expected to complete the following course requirements:

**A. Class Participation:**

It is expected that each student will read all assigned materials prior to class. Small group discussions will meet daily to respond to specific assignments. Each student will be expected to actively participate in small-and whole-group discussions that reflect an understanding of the relationship of observation and assessment to instruction.

**B. Video Analysis of Processing Activity During Reading and Writing**

It is expected that each student will carefully observe and record behaviors that indicate how children are processing written language as they read and write. It is also expected that each student will grow in his or her understanding of the importance of helping children acquire effective processing systems for self-regulating their personal reading activity. It is expected that each student will become more proficient at observing and analyzing reading behaviors through constructive dialogues with other members of the class during video analysis.

**C. Projects in Assessment and Analysis:**

- It is expected that each student will compile a literacy assessment notebook to include a minimum of the following assessment tools: Observation survey of reading and writing tasks and benchmark books for assessing text reading. This notebook will become a viable resource tool for assessing children’s literacy behaviors and designing instruction that is based on the strengths and needs of young children.
- It is expected that each student will administer a variety of written language assessments for at least two children: (a) one child who needs extra help in reading and (1) child who is reading at average or above average levels. Each student will carefully analyze all assessments for evidence of reading and writing behaviors across literacy tasks and will use this information to make informed decisions about appropriate instruction for the children. Each student will carefully document changes in literacy development that reflects movement in an appropriate direction for the two children.
- It is expected that each student will write Observation Summaries that reflect useful and problem strategies used by the two children when reading and writing.
- It is expected that each student will learn how to analyze running records according to three levels of analysis.
- It is expected that each student will examine the children’s running records for evidence of how the children are using visual information during text reading. Each student will also examine running records for evidence of teaching priorities and the influence of these decisions on the children’s processing activity.
- It is expected that each student will use the data collected to select appropriate materials that meet the needs of the children.

**V. Course Content or Outline**

**Hours**

A. Current Research and Theory of authentic literacy assessment	10
B. Training in use of Observation Task and the standard ways of administering and scoring the six observation tasks	15
C. Administration and analysis of the observation survey for two Students	<u>5</u>
Total Hours	30

**VI. Textbook(s) and/or Other Required Materials or Equipment:**

Clay, M. (2005). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Clay, M. (1991). *Becoming Literate: the construction of inner control*. Portsmouth, NH: Heinemann.

**VII. Basis for Student Evaluation:**

A. Active Class Participation	25 points
B. Video discussions and Analysis	25 Points
C. Literacy assessments and analysis	25 Points
D. Notebook of assessment and data samples	<u>25 Points</u>
	100 Points

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

**VIII. Grading Scale**

93% - 100%	= A
85% - 92%	= B
75% - 84%	= C
74% and below	= F

**IX. Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

**X. Student with Disabilities:**

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www6.semo.edu/lapdss/index.htm>

**XI. Civility and Harassment**

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to

assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

Additional Resources

- Antonacci, P.A. & O'Callaghan, C.M. (2006). *A handbook for literacy instructional & assessment strategies K- 8*. Upper Saddle River, NJ: Pearson.
- Askew, B. J., Kaye E., et al. (2002). Making a case for prevention in education. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 6(2), 43-73.
- Briggs, C., & Young, B. K. (2003). Does Reading Recovery work in Kansas? A retrospective longitudinal study of sustained effects. *The Journal of Reading Recovery*, 3(1), 59–64.
- Coburn, C. E. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change. *Educational Researcher*, 32(6), 3–12.
- Cunningham, P.M. & Allington, R.L. (2006). *Classrooms that work: They can all read and write*. New York: Longman.
- 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.  
doi: 10.1598/RRQ.41.1.1
- Gentry, J.R. (2000). *The literacy map: Guiding children to where they need to be (K-3)*. New York, NY: Mondo.
- Gómez-Bellengé, F. X., Rodgers, E. M., Wang, C., & Schulz, M. M. (2005, April). *Examination of the validity of the Observation Survey with a comparison to ITBS*. Paper Presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.
- Gómez-Bellengé, F. X., & Thompson, J. R. (2004). *Summary statistics for an observation survey of early literacy achievement tasks in U.S. schools*. [Technical Report] Columbus, OH: National Data Evaluation Center.

- Quay, L., Steele, D., Johnson, C., & Hortman, W. (2001). Children's achievement and personal and social development in a first year Reading Recovery program with teachers in training. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 5(2), 7–25.
- Strickland, K. (2005). *What's after assessment? Follow-up instruction for phonics, fluency, and comprehension*. Portsmouth, NH: Heinemann.