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Foundations of Reading Assessment for Teachers and Principals – Competency 3, Grades K-12

COURSE DESCRIPTION:

Participants will learn and understand how to select and administer appropriate assessments using data from multiple sources to include informal reading inventories, running records, writing samples, and performance tasks among others, to inform their planning of reading instruction to meet the needs of all students. Systemic problem solving will involve the use of a tiered instructional framework model for instructional assessment and ongoing student support to include screening, diagnosis, and progress monitoring. Participants will learn how to deliver sound, research-based instruction focused on identified student challenges. Through high quality, differentiated and research-based instructional approaches, participants scaffold learning strategy carefully with increased intensity to meet students at their identified level of performance and rate of progress as leveraged with SLOs, IEP goals, objectives and learning targets. Increased achievement and closing learning gaps are intervention priorities that will be used to intervene with strategy for Tiers II and III.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
- Practice and plan with tiered instructional models to close achievement gaps among Tiers II and III students.
- Communicate and paraphrase the purposes for multiple informal assessment types to include reading inventories, informal assessments, and analyzing writing samples.
- Match readers to text and use data to scaffold strategy for text complexity.
- Apply various measurement concepts to the characteristics of reading assessments to include test reliability, validity, standard of error of measurement, and derived scores from standardized tests.
- Apply ongoing progress monitoring effectively in order to deliver effective and timely interventions for MTSS students using effective assessment procedures.
- Use data as a systemic problem solving process to differentiate instruction, intensify instruction, and apply intervention methods to meet the needs of all students using scientifically based instructional strategies and techniques.
- Identify appropriate criteria for selection of materials to include in student portfolios for ongoing progress monitoring and implementation of curriculum with content geared toward meeting the instructional needs of Tiers II and III students using effective tiered intervention strategies.
- Use assessment data to plan and implement appropriate and allowable accommodations as determined by the student's IEP or 504 Plan.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

- Afflerbach, P. (2011). Understanding and Using Reading Assessment, K–12 (2nd Edition). Newark, DE: International Reading Association.

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- Bambrick-Santoyo, (2010). *Driven by Data: A Practical Guide to Improve Instruction.* San Francisco, CA: Jossey-Bass
- Buffum, A., Mattos, M., & Weber, C. (2008). *Pyramid response to intervention.* Bloomington, IN: Solution Tree.
- J, M. H., Gentry, R., & Dalley, T. (2003). Mindful change in a data-driven school. Principal Leadership, 3(6), 37-41.
- Filkins, S. (2013). Rethinking adolescent reading assessment: From accountability to care. *English Journal, 103*(1), 48-53. Retrieved from http://search.proquest.com/docview/1442777012?accountid=458
- Farrall, Melissa Lee. Reading Assessment : Linking Language, Literacy, and Cognition. Somerset, NJ, USA: John Wiley & Sons, 2012. ProQuest ebrary. Web. 23 August 2015.
- Marzano, R. J. (2015). Creating and Using Learning Targets & Performance Scales: HowTeachers Make Better Instructional Decisions. Marzano Laboratories.
- Wu, R., Wu, R., & Lu, J. (2014). A practice of reading assessment in a primary classroom. *Theory and Practice in Language Studies, 4*(1), 1-7. Retrieved from http://search.proquest.com/docview/1504226225?accountid=458
- *Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.*
- Guskey, T. R. (2009). Practical Solutions for Serious Problems in Standards-Based Grading. Thousand Oaks, CA: Corwin Press.
- Marzano, R. J. (2006). *Classroom Assessment That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McMillan, J. H. (2008). Assessment Essentials for Standards-Based Education. Thousand Oaks, CA: Corwin Press.
- Suskie, L. (2009). Assessing Student Learning, 2nd ed. San Francisco, CA: Jossey Bass

In order to receive a Passing grade, the participant must complete the following course requirements:
- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

Grade Scale:

      Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

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CLASS SCHEDULE:

Module 1: The Florida MTSS: Multi-tiered System of Support
1. Reading: RtI and the Florida MTSS
2. Activity: Reading Assessment Pre-Test
3. Scenario Response No. 1

Module 2: State and Federal Reading and Language Assessments
1. Reading: Glossary of Reading and Assessment Terms
2. Discussion: How Am I Affected by State or Federal Assessments?

Module 3: Informal Reading Assessments
1. Reading: Running Records and Reading Inventories for Young Readers
2. Reading: Informal Reading and Vocabulary Assessments for Older Readers
3. Resource: How to Take a Running Record
4. Video: Fountas & Pinnell Running Record
5. Video: Coding a Running Record
6. Video: Analyzing a Running Record
7. Resource: Informal Reading Assessment Materials
8. Activity: Practice Taking a Running Record
9. Scenario Response No. 2

Module 4: Matching Readers to Text
1. Reading: Matching Readers to Text
2. Discussion: Readers and Text
3. Scenario Response 3

Module 5: Norm Referenced and Criterion Referenced Assessments
1. Reading: Scoring Systems
2. Scenario Response No. 4

Module 6: Validity and Reliability in Tiered Intervention
1. Reading: Valid, Reliable Assessments
2. Discussion: Designing Assessments
3. Scenario Response No. 5

Module 7: Quantitative Assessments
1. Reading: Quantitative Assessments
2. Scenario Response No. 6
3. Blog About and Share a Literacy Resource for Struggling Learners
4. Discussion: Quantitative Assessment
5. Reading: All About Stanines and Distribution

Module 8: Qualitative Assessments
1. Reading: Qualitatie Assessments: Formative and Interim
2. Discussion: Qualitative Questions and Feedback
3. Video: Asking Effective Questions
4. Video Reflection: Asking Effective Questions
5. Reading: High Quality Text-Dependent Questions
6. Cloze Activity for Complex Text

Module 9: The Role of Questioning
1. Reading: Questioning Strategies
2. Reading: Assessment of English Language Learners Through Questioning

   3. Discussion: Questioning Experiences
   4. Scenario Response No. 7
   5. Assessment Wiki Resource Share
   6. Video: Tiered Exit Cards
   7. Video: Analyzing Shakespeare Through Questioning
   8. Video: Students Unpack a Learning Target
   9. Video Discussion

Module 10: Standards-Based Assessment
   1. Reading: Standards-Based Assessment and Instructional Practices
   2. Discussion: Standards-Based Assessment
   3. Reading: Curriculum Mapping
   4. Discussion: Curriculum Mapping
   5. Reading: Universal Design for Learning
   6. Scenario No. 8

Module 11: Self-Assessment and Reflection
   1. Self-Assessment and Reflection

Module 12: Best Formative Reading Assessment Practices
   1. Reading: Formative Assessments: Best Practices and Progress Monitoring
   2. Scenario No. 9

Module 13: Portfolios for Progress Monitoring
   1. Reading: Portfolio Assessment: Process and Product
   2. Wiki Educator: Portfolio Assessment
   3. Discussion: Appropriate Language Arts Portfolio Project

Module 14: ELL Assessments
   1. Reading: Assessments for English Language Learners
   2. Discussion: Testing Burden on ELLs

Module 15: ELL Assessment Data: Bias and Interpretation Issues
   1. Reading: Cultural Awareness and Bias in Assessments
   2. Reading: Testing Burden on ELLs – Ed Weekly
   3. Discussion: Cultural Awareness and Bias
   4. Assignment 1

Module 16: Assessment Accommodations
   1. Assessment Modifications and Accommodations
   2. Scenario Response No. 10
   3. Reading: Accommodation Examples
   4. Assignment 2

Module 17: Classroom Reading/Writing Intervention Plan
   1. Reading: Assessment Accommodations: FAQs
   2. Reading: Teaching Students With Reading Difficulties and Disabilities
   3. Discussion

Module 18: Reflecting on Reading Data
   1. Reading: Looking at, and Reflecting on, Data
   2. Reading: Looking at and Using Data
   3. Discussion: Readability Formula
   4. Scenario Response No. 11

Module 19: Data Action

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1. Reading: Data Action Plans
2. Discussion: PLC Experiences
3. Scenario Response No. 12
4. Reading: Data Action Worksheet

Module 20: Final Quiz, Reflection, Culminating Project

1. Final Quiz: 10 questions m/c, t/f
2. Assignment 3: Final Project – complete planning, embed instructor feedback