Syllabus 01.06.15

Steinhardt School of Culture, Education and Human Development
Department of Teaching and Learning
Literacy Assessment, LITC GE.2011
January, 2015

Early Childhood/Childhood & Middle Childhood/Adolescence

Instructor: Katherine Stahl  e-mail: kay.stahl@nyu.edu
Office: 5th Floor East Bldg.  Phone: 212-998-5204
Office Hours: Tuesday 10-5, or by appointment

Description:
Principles and practices of formal and informal means of assessing reading, writing, listening and oral language performance. Survey of formal and informal assessment tools including informal reading inventories, running records and reading miscue analysis, comprehension assessment and learning standards, among others. Examination of types of testing, methods of test construction and interpretation, and issues and concerns of large-scale literacy assessment. Survey of measurement concepts including a brief review of psychometric principles. Use of student assessment to inform the design, delivery and evaluation of literacy programs. The social implications of testing will be explored with a focus on the politics of testing and the relationship between testing practices and learner diversity.

Course Objectives:
• To develop an understanding of and proficiency in conducting a broad range of literacy assessments;
• To understand how assessment results are used to inform instructional planning;
• To explore the standardized, norm-referenced and criterion-referenced evaluation methods;
• To explore the role of standardized testing in literacy education.

Assigned Texts:
Assessment for Reading Instruction, 2E  McKenna & Stahl
Reading Assessment in an RTI Framework  Stahl & McKenna
ABCs of CBMs  Hosp et al. (2007)
Qualitative Reading Inventory—QRI—5  Leslie & Caldwell
Intervention Strategies to Follow Informal Reading Inventory: So What Do I Do Now? 3rd Ed.  Leslie & Caldwell
Observation Survey, 3rd Ed.  Clay
Follow Me or No Shoes  Clay
Words Their Way, 5th Ed.  Templeton, Bear and Invernizzi

Other materials required: means of reliably audio-recording student reading, table microphone (opt.), stopwatch, CLIPBOARD!!!!!!!
Grading:

Accommodations
PLEASE NOTIFY ME IMMEDIATELY if you have learning needs that require special accommodations. Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

Attendance, Punctuality and Participation
The curriculum of this course depends heavily on group work and active participation. Since we only meet nine times, each absence will lower your final mark by one letter grade. Late work and electronic submissions are not accepted in this class. If you must miss class, send your work in with a friend.

Communication
Information and communication related to this class will be distributed via e-mail and the NYUClasses site. It is important that everyone check their e-mail and the NYUClasses site for course related information on a regular basis.

Integrity
Please note: All work turned in for this course must be ORIGINAL. When in doubt, cite a reference. Adherence to the Academic Code of Integrity for All Students is expected. See http://steinhardt.nyu.edu/dcc/undergraduate/Statement_On_Academic_Integrity.php. Penalties for lack of adherence to the code will be enforced. Formal proceedings will be filed.

Assignments:

NAEP Worksheet (5 points)-Due January 6th
Follow instructions for the NAEP worksheet.

DIBELS Worksheet (5 points)-Due January 14th
Follow instructions for the DIBELS worksheet.

EngageNY Website Activity (8 points)-Due January 21st
Follow instructions for the EngageNY worksheet.

Observation Survey (12 points) Due January 30th (noon)
Select a focus student and administer the Observation Survey. If you don’t have access to a first grade student, you should inform ME immediately. Include all of the Survey
components in addition to a completed form, “An Analysis of the Child’s Strategic Activity.”

**Qualitative Reading Inventory (25 points) Due January 30th (noon)**
Select a student upon whom you want to conduct the QRI-5. Administer the QRI-5 to a student in grades 2-10. You need to administer it according to the appropriately suggested developmental guidelines. Be sure to administer it in accordance to the guidelines for determining an independent, instructional, and frustration level. Analyze the assessments you’ve collected.

**Word Study Analysis (10 points)-Due January 20th**
Analyze a spelling inventory that you administer to one student who is in grades 1 through 7. (If you are selecting an older student, you should select a student with decoding difficulties.) Identify this student’s spelling stage. Justify your decision-what can your student do successfully, what is the student using but confusing, what is beyond the student’s current level of awareness? What content is appropriate for this student’s spelling curriculum? Use the scope and sequence chart to map out the sequence of instruction for the next 3 weeks. Create 3 actual word lists for instruction.

**Writing Portfolio (5 points)-Completed in class on January 22nd.**
As a team, score and analyze the one piece of self-generated (narrative) and one piece of prompted writing from a student. Analyze the pieces against the evaluative criteria (rubrics) found on EngageNY within the grade level assessment manuals. Write an analysis of the writing (in 300 words or less).

**Reading Guides (30 points total --- 3-5 points each).**

**Calendar**

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<tr>
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<th>Reading</th>
<th>Activity</th>
<th>Due</th>
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<tbody>
<tr>
<td>1-T</td>
<td>Intro to Literacy Assessment National Gold Standard: NAEP</td>
<td>Assessment Ch 1, 2 IS Ch 1, 2 RTI 1-3</td>
<td>Observ. Survey Video RG Day 1 (4 pts.)</td>
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<td>1/6</td>
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<td>NAEP WS</td>
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<td>2-W</td>
<td>Emergent Lit Observation Survey, Running Records and other records of oral reading</td>
<td>OS-Book Assessment Ch 3, 4 QRI Ch 1-6</td>
<td>Video Practice recording oral reading RG Day 2 (5 pts.)</td>
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<td>1/7</td>
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<td>Day</td>
<td>Grade</td>
<td>Subject</td>
<td>Assessment/Resource</td>
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<td>3-Y 1/8</td>
<td>Phonological Awareness</td>
<td>CBM RTI Ch 4, 5 IS Ch. 4</td>
<td>Stations for early reading</td>
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<td>4-T 1/13</td>
<td>Word Recognition &amp; Spelling</td>
<td>WTW –Book Assessment Ch 5, 6 IS Ch 5 CBM</td>
<td>WTW RG (5 pts.)</td>
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<tr>
<td>5-W 1/14</td>
<td>Fluency</td>
<td>QRI Ch 7-13 Assessment Ch 7, 8 IS Ch 6 CBM</td>
<td>Stations for Word Rec &amp; Fluency</td>
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<tr>
<td>6-Y 1/15</td>
<td>Comprehension, Strategic Knowledge, Affective</td>
<td>Assessment Ch 9 QRI Ch 14-16 IS Ch 7-12</td>
<td>Stations for comprehension, motivation, affective</td>
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<td>7-T 1/20</td>
<td>Vocabulary</td>
<td>Hiebert, Pearson &amp; Kamil Stahl &amp; Bravo Vannest, Parker, Dyer</td>
<td>Stations –EVT, Peabody</td>
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<td>8-W 1/21</td>
<td>Writing</td>
<td>6&amp;1 Traits website EngageNY website</td>
<td>Stations for writing evaluations</td>
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<td>9-Y 1/22</td>
<td>Assess &amp; the Lit Coach; Writing Clinic Reports</td>
<td>RTI Ch 6-8 Assessment Ch 10 and appendix</td>
<td>RG #6 (3 pts.)</td>
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