

COURSE OUTLINE
EDUC-204
Assessment of Reading Instruction
3 Semester hours

HOWARD COMMUNITY COLLEGE

Description

This course is designed to assist pre-service and in-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction will focus on building knowledge of the purposes of assessment, types of assessment tools, how to administer and use several valid, reliable, well-researched formal and informal assessments of reading and related skills, how to effectively interpret the results of assessments, and how to communicate assessment results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions. This course meets the Maryland State Department of Education Reading requirement for an initial certificate in Early Childhood Education, Elementary Education, Special Education Generic Infant/Primary, and Special Education Generic Elementary/Middle. Prerequisite: EDUC-201. (3 hours weekly)

Overall Course Objectives

1. Identify classroom behaviors that indicate possible reading, writing or language problems.
2. Describe significant indicators in a child's history that point to reading problems or help to explain classroom behavior.
3. Use reliable and valid classroom screening measures to identify students at risk for reading difficulty such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), TPRI (Texas Primary Reading Inventory), AIMS, and/or PALS (Phonological Awareness Literacy Screening), Observational Surveys, and Running Records.
4. Administer and interpret reliable and valid classroom screening measures to identify students at risk for reading difficulty such as DIBELS, TPRI, AIMS, and/or PALS.
5. Interpret standards and benchmarks and what they mean for basic, proficient, and advanced reading performance for groups and individuals.
6. Utilize criteria for the selection of assessments: internal and test-retest reliability, concurrent and construct validity, norm-referenced, benchmark-referenced, and criterion-referenced.
7. Interpret the meaning of basic statistics such as normal curve equivalents, percentile ranks, stanines, quartiles, and grade equivalents.
8. Discuss the importance of standardized test administration and the limitations of standardized testing.
9. Administer appropriate diagnostic assessments for students who are below grade level, on grade level, and above grade level in reading and related skills: letter recognition and concepts of print, phonological and phonemic awareness, phonic correspondences and word attack, word identification accuracy and speed, vocabulary and oral language

- proficiency, oral passage reading fluency, silent passage reading comprehension, spelling, writing, motivation/interest.
10. Describe the purpose and use of progress-monitoring measures for all students.
 11. Select curriculum-based measurement (CBM) or curriculum-based assessment (CBA) and commercially prepared progress monitoring assessments to evaluate students' progress toward an instructional goal.
 12. Describe standardized administration of outcome /high stakes assessments given by a school district.
 13. Incorporate the results of end-of-year achievement tests into instructional decision-making.
 14. Discuss legal and ethical issues in the fair and meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, and bias.
 15. Use assessments to differentiate format, intensity, and type of instruction, including: choosing a scientifically based instructional program including the three-tier approach (core, supplementary, intervention), selecting materials, using flexible grouping patterns, and moving children toward independent reading.
 16. Utilize research-based options for changing or supplementing programs or instructional routines based on data.
 17. Utilize internet resources to locate independent, authoritative reviews of assessments, programs and approaches
 18. Interpret, synthesize, and reconcile results from a variety of assessments, including patterns and trends within data.
 19. Translate technical concepts and terminology of assessments into concrete and clear language for peers, students, and parents.
 20. Use data to inform team decisions about instructional goals, methods, and settings.
 21. Adapt assessment reporting according to cultural, ethnic, and individual sensitivities.

Major Topics

- I. Framework for Assessment-Based Instruction
- II. Tools and Techniques for Literacy Instruction
- III. Instructional Strategies, Materials, Management
- IV. Early Emergent Literacy Stage
- V. Emergent Literacy Stage
- VI. Beginning Reading and Writing Stage
- VII. Almost Fluent Reading and Writing Stage
- VIII. Fluent Reading and Writing Stage
- IX. Informal and Qualitative Measures for Reading
- X. Formal and Standardized Testing
- XI. Student Portfolio and Diagnostic Report
- XII. Collaborating with Families, Peers and Other
- XIII. Case Studies
- XIV. Internet resources for reading assessment

Course Requirements

Electronic Resource Bibliography

Reflections on Learnings

Student Portfolio

Diagnostic Report

Oral Presentation: Student Portfolio

Other Course Information

This course meets the Maryland State Department of Education reading requirement for an initial teacher certificate or renewal of a teaching certificate.

This course is an Arts and Sciences elective.