	UNIVERSITY OF TEXAS EL PASO **College of Education- Department of Teacher Education**

Title of Course: ***Teaching, Learning, & Assessment of Literacy*** SEC **RED 4341** CRN: **17844** **Fall 2020** **Class hours:** 3 **Class Meetings:** Please see course schedule. Please note all meetings are virtual.	**Instructor Information:** Name: ***Diane Elisa Golding*** Email: degolding@utep.edu Office hours: Saturday @ 9:00 a.m. and by appointment

Course Description:
This course focuses on the knowledge, strategies, and materials for nurturing specific literacy skills in elementary-aged learners. Emphasis is placed on diagnostic, formative, and summative assessments, and the use of assessment to inform literacy instruction. This course also covers the identification of reading difficulties and strategies for supporting students with dyslexia and other reading disorders. Students will analyze data from different sources to individualize instruction and to inform grouping practices.
Pre-reqs: RED 3315 and BED 4340 with a final grade of "B" or better.

Course objectives:
This course provides an overview of assessment of and for literacy teaching and learning, with an emphasis on identifying and correcting reading and writing delays in order to prevent literacy difficulties. Participants will learn the theory and practice of an integrated and recursive model of literacy and assess, plan & manage literacy tasks for students at *emergent, beginning, transitional, intermediate, and advanced* stages of literacy development. The course will provide numerous opportunities to connect literacy theories with the State Board of Education Certification (SBEC) standards, Texas Prekindergarten Guidelines and the elementary Texas Essential Knowledge and Skills for English Language Arts & Reading (ELAR TEKS). You will demonstrate knowledge and understanding of formal and informal literacy assessments and analyze students' results on literacy assessments to plan systematic, sequential, explicit and strategic standards based (TEKS) instruction. This core course incorporates the science of teaching reading as well as the State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Understands basic concepts and principles of assessment and plans instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs (SBEC, Standard 10; PPR I, Competency 1).
- Understands the characteristics of students at various literacy stages and designs literacy assessments & experiences that are responsive to differences among students learning to read and reading to learn (SBEC, Standard 4; PPR I, Competency 2).

- Demonstrates knowledge of the types, purpose, and characteristics of varied literacy assessments and how to use assessment data to design differentiated and effective tiered literacy instruction (PPR I, Competency 3).
- Manages group and individual literacy assessments in order to select texts, plan and deliver differentiated literacy instruction and flexible grouping (PPR I, Competency 4).
- Applies principles and strategies of standards-based literacy instruction and make instructional decisions to support students' literacy development, engagement, and motivation using varied instructional technologies (SBEC, Standard 11; PPR I, III; Technology Applications I-V, Competency 7).
- Monitors student performance and achievement using decoding and comprehension literacy assessments; provides students with timely, high quality intervention; and responds flexibly to address a student's identified need (PPR I, III; Technology Applications I-V, Competency 10)

Required Textbooks (both textbooks are required for successful completion of this course):
McAndrews, S. L., (2020). Literacy Assessment and Metacognitive Strategies: A Resource to Inform Instruction, Pre-12. The Guilford Press, ISBN 9781462543700. [This book can be purchased at the university bookstore, from the publisher at https://www.guilford.com/books/Literacy-Assessment-and-Metacognitive-Strategies/Stephanie-McAndrews/9781462543700 or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

Additional course readings are provided on our Bb course site.

Additional Resources: Websites
- National Reading Panel Report-- www.nationalreadingpanel.org/publications/summary.htm.
- TEKS ELA/R http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html
- "El Inventario de Lectura en Español de Tejas" (Tejas LEE)-- http://www.tejaslee.org/
- STAAR--http://www.tea.state.tx.us/student.assessment/staar/
- Response to Intervention (RtI)-- http://www.rti4success.org.
- The Science of Teaching Reading Blog (National Council on Teacher Quality) https://www.nctq.org/blog/The-Science-of-Teaching-Reading
- Education Week—What Teachers Should Know about the Science of Reading https://blogs.edweek.org/teachers/teaching_now/2019/03/what_te
- Reading Rockets: Shanahan on Literacy https://www.readingrockets.org/blogs/shanahan-literacy/what-science-reading
- Florida Center for Reading Resources: https://www.fcrr.org

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS Students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column):
1. Understand literacy development as a complex process; taking diverse student populations through different paths to common grounds. (SBEC Language Arts & Reading EC-6, Standard 4; TEKS ELAR, K-5 , Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking- Beginning Reading & Writing*).	• *My Literacy Development Timeline* • *My Literacy Assessments Perspective Project* • *Case Study Discussions & My Recommendations Assignments* • *Midterm Exam* • *Quizzes*
2. Understand oral language foundational stages, concepts, principles & best practices for reading development, second-language acquisition and speech/language delays (SBEC Language Arts & Reading EC-6, Standard 1; TEKS ELAR, K-5 Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Discussion, & Thinking—Oral Language*).	• *My Literacy Development Timeline* • *Funds of Knowledge survey and discussions* • *My Literacy Assessments Perspective Project* • *Case Study Discussions & My Recommendations Assignments* • *Response to Intervention Module and Assessment* • *Midterm Exam* • *Quizzes*
3. Interpret a variety of oral language assessments and how to use assessment data to investigate and develop instructional opportunities; differentiated instruction and flexible grouping to support students' literacy (SBEC Language Arts & Reading EC-6, Standard 1 & 4; TEKS ELAR, K-5 Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Discussion, & Thinking—Oral Language; Reading, Writing & Thinking – Beginning Reading & Writing*).	• *Literacy Data Analysis, & Differentiated Lesson Plan Assignment* • *My Literacy Assessments Perspective Project* • *Case Study Discussions & My Recommendations Assignments* • *Midterm Exam* • *Quizzes*
4. Select and analyze literacy assessments for each of the literacy components (phonological awareness, phonics & structural analysis, vocabulary, fluency, comprehension, and writing) to assemble research-based recommendations and TEKS based goals for individual student's literacy development into a synthesized literacy case study report. (SBEC Language Arts & Reading EC-6, Standard 1-4, 7 & 10; Figure 19; TEKS ELAR, K-5Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Phonological*	• *Literacy Data Analysis, & Differentiated Lesson Plan Assignment* • *Case Study Discussions & Recommendations Assignments* • *My Literacy Assessments Perspective Project* • *Response to Intervention Module and Assessment* • *Midterm Exam*

Awareness, Print Awareness & Spelling Knowledge, Phonetic Knowledge, Spelling Knowledge, Vocabulary & Comprehension, Fluency, Comprehension Skills, Response Skills, and Writing Process, Composition, Inquiry & Research).	• *Quizzes*
5. Understand and apply concepts and principles related to assessment and critical thinking about literary texts & informational texts and demonstrate how to use literary picture fiction and nonfiction books aligned with the TEKS to teach literary elements and genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts (SBEC Language Arts & Reading EC-6, Standard 7; TEKS ELAR, K-5 *Multiple Genres--Literary Elements; Multiple Genres-- Genres & Author's Purpose Craft*).	• *Case Study Discussions & Recommendations Assignments* • *My Literacy Assessments Perspective Project* • *Midterm Exam* • *Quizzes*
6. Demonstrate knowledge of the continuum of phonics and structural analysis decoding skills and interpret/use data from phonics, morphemic analysis & spelling assessments to plan and deliver explicit, standards-based (TEKS) phonics, word identification and structural analysis lessons (SBEC Language Arts & Reading EC-6, Standard 5; TEKS ELAR, K-5th Developing & Sustaining Foundational Language Skills: Listening, Speaking, Reading, Writing & Thinking—Beginning Reading & Writing—Phonetic Knowledge, Spelling Knowledge, & Vocabulary).	• **Elementary Spelling Inventory (ESI) Data Analysis and Reflection** • *Case Study Discussions & Recommendations Assignments* • *My Literacy Assessments Perspective Project* • *Midterm Exam* • *Quizzes*

Evaluation & Coursework Requirements of Students:

My Literacy Development Timeline (5 points) A timeline of your literacy development that is substantive, in chronological order and *creative*. Your timeline may be drawn, computer generated, made out of materials – your choice. This assignment will require you to think back on your literacy history, interview relatives, revisit your baby album, etc . . . to learn about your literacy development.

Alphabet Principle Assessment Data Analysis & Lesson Plan Response (*10 points*) This is a two-part assignment that requires you to interpret and analyze a 1st grade class composite of students' phonemic awareness and phonics test results. Once you have analyzed the data provided, you will group students by their first area of need. More information regards this assignment is provided in our Blackboard course site Assignments Link.

Elementary Spelling Inventory (ESI) Data Analysis and Reflection (*10 points*) This assignment provides an opportunity to experience a spelling assessment aligned with the phonics continuum and as an instructional tool to design more individualized learning. More information regards this assignment is provided in our Blackboard course site Assignments Link.

Case Study Discussions and Recommendations Assignments x 3 (*5 points each, 15 points total*) As a class we will discuss four case studies during four separate recorded synchronous class meetings (outlined in our course calendar). To prepare for these discussions, the readings for the discussion weeks will align with the type of case studies we will discuss. These discussions will help you to decide what recommendation to make for the student(s) case study discussed.

My Literacy Assessments Perspective Project (*10 points*) As part of this course, you will have the opportunity to reflect on your learning this semester. For this project, please illustrate your (a) perspective of literacy assessments, (b) your big take-aways regards the use of assessments, the readings and the information on dyslexia, and (c) how the science of teaching reading related to literacy assessments. More information for this assignment is provided on our Blackboard Course site in the Assignments Link.

Response to Intervention (RtI) Module and Assessment (*10 points*) This assignment provides you an overview of RtI model as presented by the Iris Center. You will view and read about each of the tiers in this model through a case study scenario [here](). More information for this assignment is provided on our Blackboard Course site in the Assignments Link.

Midterm and Final Exam (*10 points each, 20 points total*)– There will be two exams in this course, the mid-term and the final. One key purpose of this exam is to help prepare you for the TExES Core Subjects and PPR certification exams that you are required to take before student teaching. The midterm exam will be comprehensive covering all required readings, class notes & assignments up to the midterm date. Questions will be multiple choice and short answer and will be similar to those found on the TexES/PPR exams.

Quizzes/Formative Assessments (*5 quizzes, 4 points each, 20 p0ints total*). Before each class, you are expected to read the required readings and maintain a digital Glossary of RED 4341 Terms. After reading the material, write the vocabulary word and definition which you will find in the course readings. Throughout the course, you are expected to maintain the glossary of RED 4341 terms; the required readings and glossary of RED 4341 terms will form the basis of quizzes/formative assessments. Quiz questions will be multiple choice and short answer and similar to those found on the TexES/PPR exams; you can use your glossary of terms when taking the quizzes, midterm, and final exams. **All quizzes will be online and must be completed by Sunday at midnight.**

Grading:
A   90-100 points
B   80-89 points
C   70-79 points
D   60-69 points
F   Below 59 points

Assignment*	Due Date	Point value
My Literacy Development Timeline	9/6/20	5 points
Alphabet Principle Analysis & Lesson Plan	10/11/20	10 points
Elementary Spelling Inventory (ESI) Data Analysis and Reflection	10/18/20	10 points
Literacy Case Studies Discussions and Recommendations	9/27/20; 11/8/20; 11/22/20	3 x 5 pts 15 pts total
Response to Intervention RtI	11/1/20	10 points
My Literacy Assessments Perspective Project	12/6/20	10 points
Midterm Exam	10/25/20	10 points
Final Exam	12/13/20	10 points
5 Quizzes/Formative Assessments	9/13/20; 9/20/20; 10/4/20; 10/11/20; 11/15/20	5 x 4 pts 20 pts total
TOTAL		**100 points**

*Assignment Rubrics in Appendix

STANDARDS OF ACADEMIC INTEGRITY

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

ATTENDANCE POLICY

Your attendance and active participation are vital to this course. If you have remote connectivity, childcare, or other concerns that may prevent you from attending online classes, please let me know.

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.
OR
If you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

TECHNOLOGY REQUIREMENTS

Course content is delivered through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.
- o Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- o Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures and group discussions in the event you miss a synchronous online class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

DISABILITY POLICY

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (CASS) on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS)—http://sa.utep.edu/cass/. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

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EQUAL EDUCATION OPPORTUNITY

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be

subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, gender identity, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu<mailto:eoaa@utep.edu>

COVID-19 PRECAUTIONS

The University of Texas at El Paso requires everyone to wear a mask in common spaces, or where two or more individuals are located, including, but not limited to, classrooms. You must wear a mask covering your nose and mouth at all times in this class. If you choose not to wear a mask, you may not enter the classroom. If you remove your mask, you will be asked to put it on and/or leave the classroom. Students who refuse to wear a mask and/or follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions as defined in the UTEP Handbook of Operating Procedure.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (https://screening.utep.edu). The website will verify if you are permitted to attend class in-person. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities will be transitioned to remote delivery.

APPENDIX
Grading Rubrics for Course Assignments

My Literacy Development Timeline (5 points)

Criteria	Possible Points	Points Earned
Timeline reflects: Substantive Events in Chronological Order Creativity	5	
TOTAL		*5 points*

Alphabet Principle Assessment Data Analysis & Lesson Plan Response (10 points)

Criteria	Possible Points	Points Earned
Assessment Data Analysis: Clearly analyzes class composite of students' alphabet knowledge, phoneme awareness, & phonics skills, including ▪ Identification of phonemes in words; ▪ Identification of alphabet letters & corresponding sounds in the middle & end of words; ▪ Ability to segment & blend phonemes in CVC (**short vowel)** and CVVC & CVCe (**long vowel)** words; ▪ Ability to decode vowel sounds in CVC (short vowel) and CVVC & CVCe (long vowel) words; ▪ Ability to rapidly identify high frequency sight words. **Clearly divides students into 2 intervention groups based on learning needs.**	5	
Lesson Plan Response: • Includes the students' names for the small group lesson. • Includes the phonological & phonics TEKS, materials & title of the lesson's teaching strategy. • Clearly implements the Gradual Release of Responsibility Lesson format with explicit I do, we do, and you do sections. • Includes a comprehensive Learning and Language Objective. Includes a clear description of a formative assessment.	5	
TOTAL		*10 points*

Elementary Spelling Inventory (ESI) Data Analysis and Reflection (10 points)

Criteria	Possible Points	Points Earned
Assessment Data Analysis: Clearly analyzes student's phonics skills across the continuum. Clearly and correctly interprets student's area of need.	*5*	
Assessment Data Analysis Refection Explicit connection of this approach to spelling and the STR	*5*	
TOTAL		*10 points*

Literacy Case Studies Discussions and Recommendations (3 x 5 points each, 15 pts total)

Criteria	Possible Points	Points Earned
Participation in discussions: Quality posts that are relevant and move discussions forward in a meaningful and kind manner. Research and TEKS-Based Recommendation(s) for case study student need(s).	*5*	
TOTAL		*5 points*

Response to Intervention RtI Assessment (10 points)

Criteria	Possible Points	Points Earned
Assessment Responses are: Accurate reflection of module Complete answers to all questions In your own words Thoughtful and well-written	*10*	
TOTAL		*10 points*

Grading Rubric: My Literacy Assessments Perspective Project (10 points)

Criteria	Possible points	Earned points
A thoughtful and clear presentation that includes (a) perspective of literacy assessments, (b) your big take-aways regards the use of assessments, the readings and the information on dyslexia, and (c) how the science of teaching reading related to literacy assessments.	*7*	
Assignment is focused, well-ordered, and uses graphics effectively.	*3*	
Total		*10 points*