



UNIVERSITY OF TEXAS EL PASO
College of Education- Department of Teacher Education
*Syllabus subject to change

Title of Course:

Teaching, Learning, & Assessment of Literacy

SEC RED 4341 CRN: 33718

Summer 2021

Class hours: 3

Online Class

Instructor Information:

Name: **Diane Elisa Golding**

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Office hours: Mondays @ 6 p.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):
<p>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: <i>Listening, Speaking, Reading, Writing & Thinking- Beginning Reading & Writing</i>).</p>	<ul style="list-style-type: none"> • <i>My Literacy Development Timeline</i> • <i>My Literacy Assessments Project & Presentation</i> • <i>Discussion Boards</i> • <i>Case Study Recommendations Assignments</i> • <i>Quizzes</i> • <i>Final Exam</i>
<p>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: <i>Listening, Speaking, Discussion, & Thinking—Oral Language</i>).</p>	<ul style="list-style-type: none"> • <i>My Literacy Development Timeline</i> • <i>Funds of Knowledge survey and discussions</i> • <i>My Literacy Assessments Project & Presentation</i> • <i>Case Study Recommendations Assignments</i> • <i>Discussion Boards</i> • <i>Quizzes</i> • <i>Final Exam</i>
<p>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: <i>Listening, Speaking, Discussion, & Thinking—Oral Language; Reading, Writing & Thinking – Beginning Reading & Writing</i>).</p>	<ul style="list-style-type: none"> • <i>Literacy Data Analysis, Discussions & Recommendations</i> • <i>My Literacy Assessments Project & Presentation</i> • <i>Discussion Boards</i> • <i>Case Study Recommendations Assignments</i> • <i>Quizzes</i> • <i>Final Exam</i>
<p>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. (SBEC Language Arts & Reading EC-6, Standard 1-4, 7 & 10; Figure 19; TEKS ELAR, K-5 Developing & Sustaining Foundational Language Skills:</p>	<ul style="list-style-type: none"> • <i>Literacy Data Analysis, Discussions & Recommendations</i> • <i>Discussion Boards</i> • <i>Case Study Recommendations Assignments</i> • <i>My Literacy Assessments Project & Presentation</i>

<p><i>Listening, Speaking, Reading, Writing & Thinking—Phonological Awareness, Print Awareness & Spelling Knowledge, Phonetic Knowledge, Spelling Knowledge, Vocabulary & Comprehension, Fluency, Comprehension Skills, Response Skills, and Writing Process, Composition, Inquiry & Research).</i></p>	<ul style="list-style-type: none"> • Quizzes • Final Exam
<p>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 <i>Multiple Genres--Literary Elements; Multiple Genres-- Genres & Author’s Purpose Craft</i>).</p>	<ul style="list-style-type: none"> • Case Study Recommendations Assignments • Discussion Boards • My Literacy Assessments Project & Presentation • Quizzes • Final Exam
<p>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).</p>	<ul style="list-style-type: none"> • Elementary Spelling Inventory (ESI) Data Analysis and Reflection • Discussion Boards • Case Study Recommendations Assignments • My Literacy Assessments Perspective Project • Quizzes • Final Exam

Evaluation & Coursework Requirements of Students:

My Literacy Development Timeline (3 points) For this assignment, you are asked to create 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.

Unpacking the TEKS (5 points) Learn to connect the TEKS to your literacy assessment experiences. In this assignment, you will pick an ELAR TEKS to breakdown by strand and then use a TEKS of your choice to see how to use them in preparing a lesson.

Case Study Recommendations Assignments x 2 (5 points each, 10 points total) You will listen to or watch two case studies. One is a kindergarten student’s phonemic awareness assessments, and the other is a phonics assessment of a 3rd grade student. You will score them and then analyze their results to make research-based recommendations.

4th Grade Data analysis and recommendations for the Word Study, Fluency & Comprehension Assessment results (5 points) . This is a two-part assignment that requires you to interpret and analyze a 4th grade class composite of students' word accuracy, fluency, morphemic analysis and comprehension test results. **I will provide the class composite data for you to analyze for this assignment.** Part two is a differentiated small group (5-6 students) word study, fluency & comprehension recommendations response based on the results of the assessment data.

Elementary Writing Assessment Analysis and Recommendation (5 points) This assignment provides an opportunity to assess a student's writing and use a rubric to grade the assessment. More information regards this assignment is provided in our Blackboard course site Assignments Link.

Literacy Assessments 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. Feel free to use tools such as infographics, Prezi, Powerpoint, drawing, graphic organizers, Canva, Video recording, Powtoon, Zoho Show, or any other tool that helps your creativity.

Final Exam (10 points) There will be a final exam in this course and 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 exam will be comprehensive covering all required readings, class notes & assignments. Questions will be multiple choice and short answer and will be similar to those found on the TExES/PPR exams.

Quizzes/Formative Assessments (7 quizzes, 2 points each, 14 points 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, True/False, and some will be similar to those found on the TExES/PPR exams; you can use your glossary of terms when taking the quizzes and final exam. **All quizzes will be online and must be completed by Sunday at midnight.**

Extra Credit: Response to Science of Teaching Reading Video in Week 6 (3 points) This assignment provides an overview of Science of Teaching Reading. More information for this assignment is provided on our Blackboard Course site in the Assignments Link.

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points

- D 60-69 points
- F Below 59 points

Assignment*	Points
Funds of Knowledge Survey	5 points
Unpacking the TEKS	6 points
Kindergarten Case Study Data Analysis and Recommendation	5 points
3 rd Grade Case Study Data Analysis and Recommendation	5 points
Elementary Writing Analysis & Recommendation	5 points
4 th grade Data analysis and recommendations for the Word Study, Fluency & Comprehension Assessment	5 points
Literacy Assessments Project	10 points
Final Exam	10 points
7 Discussion Boards	7 x 5 pts 35 pts total
7 Quizzes/Formative Assessments	7 x 2 pts 14 pts total
TOTAL	100 points

***Assignment Rubrics in Appendix**

DIVERSITY AND INCLUSION

Every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the group. We all bring different experiences to our class, and no one experience has more value or import than another. In fact, it is our different experiences that will enrich the course content. I encourage every student to share their own experiences as they are relevant to the course, but I also stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view. Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you identify. You have the right to adjust those things at any point. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from the course content, please contact me privately without fear of reprisal. If you feel uncomfortable contacting me, please contact the Dean of Students Office at <https://www.utep.edu/student-affairs/dean-of-students-office/index.html> or via email: DOS@utep.edu or by calling 915-747-5648.

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.

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.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- 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.
- 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.

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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attributable in whole or 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 from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

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>>

APPENDIX
Grading Rubrics for Course Assignments

Case Study Analysis and Recommendations (2 x 5 points each, 10 pts total)

Criteria	Possible Points	Points Earned
<ul style="list-style-type: none"> • Completion of scoring sheet. • Clear, appropriate, and detailed analysis of student assessment results. • Research and TEKS-Based Recommendation(s) for case study student need(s). 	5	
TOTAL		5 points

Word Study, Fluency, & Comprehension Assessment Data Analysis & Lesson Plan Response (5 points)

Criteria	Possible Points	Points Earned
<p>Assessment Data Analysis: Clearly analyzes class composite of students' results on an Informal Reading Inventory (IRI) to determine students' words read per minute (WPM), syllabication & morphemic analysis skills & comprehension by some means such as color-coded highlighting to group them together. Review all the students' results for:</p> <ul style="list-style-type: none"> ▪ Automaticity & reading rate (WPM) in comparison to oral reading fluency grade level norms or benchmarks; ▪ Oral reading accuracy rate (independent, instructional, frustration) the grade level IRI narrative passage; ▪ Knowledge of common syllable types in English—closed, silent e, open syllables & how to pronounce the individual syllables; ▪ Knowledge of common syllable division patterns—VC/CV, V/CV and where to divide multisyllabic words into syllables; ▪ Knowledge of literal, inferential & evaluative comprehension skills. <p>Clearly divides students into intervention groups based on learning needs and provides appropriate, research-based recommendations for each of the areas of need. Includes TEKS aligned to recommendations.</p>	5	
TOTAL		5 Points

Grading Rubric: Literacy Assessments Project (10 points)

Criteria	Possible points	Earned points
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Assignment is focused, well-ordered, and uses graphics effectively. 	3	
Total	10 points	

Elementary Student Writing Data Analysis and Reflection (5 points)

Criteria	Possible Points	Points Earned
<p>Assessment Data Analysis and Recommendation:</p> <ul style="list-style-type: none"> Clearly analyzes student’s writing skills using the rubric provided. Clearly and correctly interprets student’s area of need. Appropriate recommendation aligned to appropriate TEKS to meet student need. 	5	
TOTAL	points	