Course Description
This course emphasizes the selection and administration of appropriate reading assessments for all students. Particular focus is given to the role and use of reading assessment for planning, designing, and adjusting instruction to promote literary learning for all learners.

Rationale
This course emphasizes the selection and administration of appropriate reading assessments including how to assess on an ongoing basis and how to use assessment results to design, inform, and adjust instruction to promote literacy for all learners.

State Adopted Proficiencies
1. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. The teacher responds appropriately to diverse groups of learners.
4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
Competencies Addressed in the Course
A. TExES competencies –not applicable
B. Master Reading Teacher Competencies

From Standard I of the Master Reading Teacher Standards. The MRT will apply knowledge of the interrelated components of reading across all developmental stages and will:

Oral Language
- know when student delays or differences in oral language development warrant in-depth evaluation and additional help of intervention

Phonological and Phonemic Awareness
- know when student delays or differences in phonological and phonemic awareness warrant additional assessment, evaluation, and intervention.

Alphabetic Principle
- know when student delays or differences in developing an understanding of and ability to apply the alphabetic principle warrant in-depth evaluation and additional help or intervention.

Word Analysis
- know when student delays or differences in the development of word analysis skills warrant in-depth evaluation and additional intervention.

Fluency
- know when student delays or differences in reading fluency warrant in-depth evaluation and additional intervention.

Comprehension and Vocabulary
- know when student delays or differences in the development of comprehension skills and/or vocabulary warrant in-depth evaluation and additional intervention.

Written Language and Concepts of Print and Spelling
- know when student delays or differences in writing development warrant in-depth evaluation and additional intervention.

From Standard II of the Master Reading Teacher Standards. The MRT will select and administer appropriate reading assessments on an ongoing basis and use the results to design, inform, and adjust instruction to promote literacy. The MRT will:

- know the reciprocal nature of assessment, planning, and instruction.
- know characteristics and uses of types of reading assessment, including screening, in-depth assessment, continuous progress monitoring, and summative evaluation, for each of the components as listed above in Standard I.
- know assessment-related issues including bias, reliability, and validity.
- know about state and federal laws related to reading assessment and diagnosis.

From Standard V of the Master Reading Teacher Standards. The MRT will apply knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy. The MRT will:

- know characteristics and implications of reading difficulties, dyslexia, and reading disabilities in relation to the development of reading competence.
- know how to distinguish between typical patterns of reading development and reading difficulties, dyslexia, and reading disabilities.
• know common patterns of reading development in students with reading difficulties, dyslexia, and reading disabilities.
• know convergent research about best practices for providing instruction to students experiencing reading difficulties, dyslexia, and reading disabilities and its significance for prevention and intervention strategies for students.
• know about state and federal laws regarding assessment and provision of services for students with reading difficulties, dyslexia, and reading disabilities.
• know procedures for gathering and analyzing assessment data for students with reading difficulties, dyslexia, and reading disabilities, and when to seek assistance from a specialist.
• know procedures for monitoring and evaluation the effectiveness of an intervention, planning additional intervention, and determining when/if placement in a reading program is appropriate,
• know instructional intervention and strategies that have research support for their use in enhancing the literacy of student with reading difficulties, dyslexia, and reading disabilities.

From Standard VI of the Master Reading Teacher Standards. The MRT will communicate and collaborate with all stakeholders and will:
Mentoring, Coaching, and Consultation
• know skills and strategies for mentoring, coaching, and consultation in the development, implementation, and evaluation of an effective reading program.
• know differences between consultation and supervision.
• know strategies for facilitating positive change in instructional practices through mentoring, coaching, and consultation.

Professional Development for Faculty
• know learning processes and procedures for facilitating adult learning.
• know strategies for facilitating positive change in instructional practices through professional development.
• know models and features of effective professional development programs that promote sustained application in classroom practice including demonstration, modeling, guided practice, feedback, coaching, and follow-up.

Course Objectives
In this course, students will be able to:
• Identify commercial and informal assessments related to one of the major Master Reading Teacher components in order to choose among these when assessing students in the classroom.
• Use information learned in order to analyze a student’s reading profile based on multiple assessments, construct a plan of instruction, and explain the assessments and instructional plan to another reading professional.

Course Topics
• Informal Reading Inventories
• Miscue Analysis
• Running Records
• The Assessment of Reading Comprehension and Vocabulary
• The Assessment of Word Analysis Skills
• Reliability and Validity in Assessment
• Formal and Informal Measurement of Reading
• Authentic Assessment
• Assessing the Language Arts Skills and Creating Instructional Strategies to
  Enhance Learning
• Issues of Dyslexia, Reading Disabilities, and Reading Difficulties
• Opportunities for strengthening a reader's ability

Instructional Methods and Activities
• Traditional experiences (lecture, discussion, demonstration)
• Student presentations

Evaluation and Grade Assignment
Please see Blackboard for all assignment rubrics.
A. Focus Area Written Report (see rubric in Blackboard)
Focus area 1: Oral language, concepts of print
Focus area 2: Phonemic and phonological awareness, alphabetic principle
Focus area 3: Phonics, word analysis
Focus area 4: Sight vocabulary
Focus area 5: Fluency
Focus area 6: Vocabulary
Focus area 7: Comprehension
1. Choose a focus area. Email Dr. Valadez by end of day XX your top two
  choices for focus areas. Research the topic(s) in your focus area. Prepare a 750-1000
  word paper on your focus area. Discuss the importance of your topic(s) and issues related
  to assessing the topic(s). You must have a minimum of five sources. Your paper must
  follow APA format for citations and references.
2. Identify commercial and informal assessments related to your focus area. Include
  information for these as appendices in your written report.

B. Focus Area Presentation (see rubric in Blackboard)
You will present an oral report to the class about the topics and issues of your
Focus Area. You will use a PowerPoint or Prezi to share your information.

C. Portfolio (see rubric at the end of this syllabus)
Assemble a portfolio of assessments for professional use.
Students will prepare information sheets for the reading areas they research.
Information will be shared with other class members on Blackboard.

Note: This course will be managed via Blackboard; assignments and course content will
be shared on Blackboard.

Criteria for Grades
Focus Area Written Report 75
Focus Area Presentation  50
Portfolio          75
TOTAL             200 points

Preferred methods of scholarly citations

Required Textbook

Recommended Resources
Walpole, S., & McKenna, M. C. (2006). The role of informal reading inventories in
Yopp, H. K., & Yopp, R. H. (2002). Supporting phonemic awareness development in the
classroom. *The Reading Teacher, 54*(2), 130-143.

**Class attendance and participation:**
Due to the nature of this course, active student participation is essential to overall
successful class performance. Because this course is concerned primarily with helping
teachers develop early literacy and learning strategies, it is very important that students
are diligent in their reviews of the online PowerPoints, attendance of all synchronous
classes, and participation in discussion forums on Blackboard. It is not enough to rely on others’
notes to make up for class activities and experiences.

**Late work and Make-up Exams**
Assignments are due on the date required.

**Cell Phone/Electronic Device Usage**
Cell phones, text messaging, and checking your cell phone, email, and text messages
during our synchronous class sessions are all **strictly prohibited**. Be fully present during class.

**Academic Integrity/Plagiarism.**
University students are expected to conduct themselves in accordance with the
highest standards of academic honesty. Academic misconduct for which a student is
subject to penalty includes all forms of cheating, such as illicit possession of
examinations or examination materials, falsification, forgery, complicity or
plagiarism. (Plagiarism is the presentation of the work of another as one’s own
work.) In this class, academic misconduct or complicity in an act of academic
misconduct on an assignment or test will result in a failing grade.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However,
events can sometimes occur that make dropping a course necessary or wise. Please
consult with me before you decide to drop to be sure it is the best thing to do.
Should dropping the course be the best course of action, you must initiate the
process to drop the course by going to the Student Services Center and filling out a
course drop form. Just stopping attendance and participation WILL NOT
automatically result in your being dropped from the class.

**Classroom/Professional behavior**
*Professional decorum is expected.*

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he
or she has not been held to appropriate academic standards as outlined in the class syllabus,
equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the
course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal.
A student with a complaint about a grade is encouraged to first discuss the matter with the
instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

Veterans
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.