

ERL 568: Literacy Instruction and Assessment

School of Education and Leadership

3 Credit

Effective Date 10/1/2021

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

This course examines the purpose and application of assessment within the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how they relate to the strands of Scarborough's Reading Rope (2001). Candidates identify and administer research-based literacy assessments for a variety of purposes and use assessment data to inform intervention and instruction and consider the needs of all students within a Response to Intervention (RTI) model. Course includes components of state requirements for certification.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found in the online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

As a result of this course, students will know or be able to do the following:

- Demonstrate understanding of the different types of reading assessments (screening, diagnostic, progress monitoring, summative) and the purpose of each
- Understand the Response to Intervention (RTI) model and how it applies to the classroom in order to support the needs of all students
- Demonstrate understanding of how assessment informs whole class instruction as well as differentiation for specific subgroups and individual students (multilingual learners, students with dyslexia, students below or far below grade level in reading)
- Identify, administer, and analyze research-based assessments based on the five essential components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) as appropriate for a specific subgroup or individual student
- Apply knowledge of the Simple View of Reading (SVR) and Scarborough's Reading Rope (2001) when designing and implementing appropriate interventions in response to assessment data
- Develop an intervention lesson plan that addresses the needs of a specific subgroup or individual student based on assessment data

Shared Agreements

Our primary commitment is to **build relationships** both with each other and within ourselves. We share a **collective goal** of becoming critically conscious educators who are prepared to serve all students in our classrooms. A positive learning experience relies on creating an atmosphere where space is held for **multiple truths** to coexist, and where we begin to **notice and name power dynamics** in our own group and also in the education system, its processes, and its policies. We acknowledge that differences among our identities, social backgrounds and experiences will influence our perspectives and those of others. We agree to **share our truths bravely**, to **acknowledge the humanity** of each other and ourselves, and to **look for learning** in ourselves and others.

****We agree to keep confidential all issues of a personal or professional nature that are discussed in class.****

***adapted from Color Brave Spaces by Equity Matters (2021). www.equitymattersnw.com*

Additional Information

This is a new heading for our syllabus template. Programs are using this to list additional information required by accreditors, or core concepts/knowledge/skills.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Reading Assessment and Intervention Assignment	50%
Intervention Lesson Plan and Rationale	30%
Participation, Engagement, and Essential Dispositions	20%
TOTAL	100%

Course Assignments and Grading

Reading Assessment and Intervention Assignment (50% of Final Grade)

In this assignment, candidates select two students. For each student, candidate identifies and administers one research-based assessment (screening or diagnostic) from within the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Candidates then analyze the assessment data, develop a brief student profile (strengths, areas for growth), and discuss how the data applies to Scarborough’s Reading Rope model and the strands that lead to overall reading comprehension. Finally, candidates develop an intervention plan outline (5 days) to address the specific needs of each student based on the assessment data.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Assessment	30	Brief description of fewer than two research-based assessments; two or more components of “at standard” performance either missing or in need of revision.	Brief description of two research-based assessments; one component of “at-standard” performance is either missing or in need of revision.	Detailed description of two research-based assessments, including: the type of assessment, the purpose of the assessment, and the evidence base supporting the use of the assessment. Provides assessment artifact(s).	At standard, plus includes a detailed description of more than two research-based assessments.

Analysis	30	Inadequate analysis of the student's performance; two or more components of "at standard" performance either missing or in need of revision. Discussion of Scarborough's reading rope either missing or inadequate.	Brief analysis of the student's performance; one component of "at-standard" performance is either missing or in need of revision. Brief discussion of Scarborough's reading rope.	Detailed analysis of the student's performance and identifies strengths, and areas of growth as demonstrated by assessment data; detailed discussion of how the assessment data applies to Scarborough's reading rope.	At standard, plus includes a description of how assessment data will be shared with both student and family.
Intervention Plan	30	Unorganized student learning plan, few components well developed; unclear rationale	Somewhat organized student learning plan, some components well developed; slightly confused rationale	Organized student intervention plan, all components well developed; clear rationale	At standard plus develops a student-friendly learning plan with goal setting and/or self-monitoring opportunities for students
Research, organization, and conventions	10	Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less resources used and cited.	Some writing errors interfere with clarity and/or professionalism and/or represent inappropriate modeling for students; three resources used and cited	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; four scholarly resources used and cited	At standard, plus serves as an outstanding model for students; six or more scholarly resources used and cited

Intervention Lesson Plan and Rationale (30% of Final Grade)

In this assignment, candidates develop a literacy lesson plan based on student assessment data in order to address one area of growth for a specific student or sub-group of students. Lesson plan includes a rationale that supports instructional decisions using research-based evidence and a reflective analysis.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Learning Target (LT)	20	Reading or writing learning target missing and/or CCSS is not aligned to learning targets	One component of “at-standard” performance is either missing or in need of revision	Lesson is based on an appropriate grade-level literacy CCSS; LT(s) clearly aligned with the standard; LT(s) centered around a single measurable outcome; LT(s) written in student-friendly language	At standard, plus: Learning target(s) include(s) the language function as an actionable verb
Assessment	20	Two or more components of “at-standard” performance are either missing or in need of revision	One component of “at-standard” performance is either missing or in need of revision	Different forms of assessment (informal and formal) utilized consistently throughout the lesson(s); clearly measures LT(s) and central focus as stated; assessment(s) would provide adequate data to inform further instruction	At standard, plus: Planned assessments are differentiated for students with diverse needs

Logical Instructional Plan	30	Three or more components of “at-standard” performance are either missing or in need of revision.	1-2 components of “at-standard” performance is either missing or in need of revision	Each task is designed to build upon previous tasks in order to deepen student conceptual understanding; (Bloom’s taxonomy); All tasks clearly aligned with the LT(s) and central focus; clear connections to prior learning; developmentally appropriate and content-specific activities	At standard, plus: Plans clearly anticipate and address common student misconceptions
Rationale	20	Instructional decisions are not supported by evidence-based practice, research, developmental theory, and/or required component(s).	Instructional decisions are supported by weak or weakly-related evidence-based practice, research, developmental theory, and/or required component(s).	Instructional decisions are supported by evidence-based practice, research, developmental theory, and/or required component(s) (e.g. the science of reading, Scarborough’s reading rope)	At standard, plus: Instructional decisions are justified by evidence-based practices, research, developmental theories, and/or required components

Reflection	10	Reflection missing and/or inadequate. Three or more components of “at-standard” performance are either missing or in need of revision.	Assessment results not used to inform instruction; strategy selection appropriate, but not based upon assessment results; analysis of teacher effectiveness incomplete; changes for future instruction missing; role of this experience for professional growth described	Accurate analysis of assessment results to inform instruction; appropriate strategy selection based upon assessment results; changes for future instruction identified; role of this experience for professional growth described	At standard, plus: professional growth plan modification for literacy goals; resources identified to assist candidate reach personal literacy goals
Research, organization, and conventions	10	Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less resources used and cited.	Some writing errors interfere with clarity and/or professionalism and/or represent inappropriate modeling for students; three resources used and cited	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; four scholarly resources used and cited	At standard, plus serves as an outstanding model for students; six or more scholarly resources used and cited

Participation, Engagement, and Essential Dispositions (20% of Final Grade)

Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Engagement	50	Does not adequately engage in tasks and discussions. Frequently chooses not to collaborate with others.	Engages in tasks and discussions with superficial thought or preparation. Collaborates with others in a way that advances understanding for just the candidate.	Engages in tasks and discussions with substantive thought or preparation. Collaborates with others in a way that advances understanding for both the candidate and others.	Engages in tasks and discussions with substantive thought or preparation and expands on the topic. Collaborates with a variety of others in a way that contributes effectively.
Essential Dispositions	50	Occasionally or consistently struggles to meet criteria for several essential dispositions.	Occasionally struggles to meet criteria for two essential dispositions, or consistently struggles to meet criteria in one essential disposition.	Meets criteria for essential dispositions (critical thinking, communication, stamina—physical and emotional, time management, and professionalism).	At Standard, plus, exhibits especially strong skills in at least one essential disposition.

Course Policies

Participation will be graded based on engagement in class discussions and activities (both online and mixed modes). Online-only courses will be determined via active engagement in weekly discussion boards or other interactive opportunities provided by the instructor. Mixed mode courses will be determined based on presence in class and engagement with content and peers both within and outside of face-to-face class sessions.

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and

stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to

its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support

Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services

at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.