



## **Assessment of Reading**

SC Reading Coach Institute Year 2  
Syllabus | Updated 8/11/15  
Developed by SCDE Literacy Specialists  
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### **Overview**

Act 284, or Read to Succeed, was enacted to make certain that all students in our state are able to comprehend grade-level text. The ability of all teachers to assess and diagnose reading difficulty is critical in this effort. A collaborative, reflective assessment program is needed to ensure effective instructional decision making, to scaffold student learning, to provide for diverse students to take ownership of and assume responsibility in learning situations and to provide a procedure for promoting teacher accountability (Brantley, 2007; McKenna & Stahl, 2003).

### **Course Description**

This course is designed to assist participants in understanding the choices involved in selecting instructional strategies and options for reading-related assessment and evaluation in all content areas. Participants will investigate multiple methods of assessment that support student engagement, monitor student progress, and inform decision-making. Participants practice evidence-based decision-making through the use of assessment as well as the critical interpretation of research and inquiry in order to improve educational practice. Participants will study the diverse functions of various assessments, methods of assigning grades, and how to use data from state, national, and teacher-made assessments to make instructional decisions.

### **Research**

A collaborative, reflective assessment program is needed to ensure effective instructional decision making, to scaffold student learning, to provide for diverse students to take ownership of and assume responsibility in learning situations and to provide a procedure for promoting teacher accountability (Brantley, 2007; McKenna & Stahl, 2003).

A multifaceted approach to assessment should be used as a means of obtaining more authentic information about the strengths and weaknesses of diverse students (Brantley, 2007; McKenna & Stahl, 2003; Bear, Invernizzi, & Templeton, 2001).

Teachers need to develop assessment procedures that provide students with information so students can monitor their own progress toward becoming more competent in applying a variety of reading, writing and study strategies across the curriculum (Brantley, 2007; McKenna & Stahl, 2003; Hindley, 1996).

Teachers need to be knowledgeable of developmentally and culturally appropriate assessment tools and related instructional strategies for guiding and supporting students in learning. The role of standards-based instruction throughout the instructional day must also be clearly understood (Brantley, 2007; McKenna & Stahl, 2003; Bodrova & Leong, 1996; Caulkins, 2001; Dixon-Krauss, 1996).

Effective literacy instruction requires that teachers be versatile in adapting materials and techniques to particular students based on information obtained from informal and formal assessment and specific instructional events (Berk & Winsler, 1995; Brantley, 2007; Bear, Invernizzi, & Templeton, 2007).

### **Course Outcomes**

At the conclusion of this course, participants will be able to:

1. Articulate the relationship between assessment, content, and literacy skills of reading, writing, and communicating.
2. Write, assess, and make instructional decisions related to a state-required Student Learning Outcomes (SLO).
3. Plan and design for reliable, effective assessment of reading at the unit and individual lesson levels.
4. Provide effective feedback related to reading, writing, and communicating.
5. Design class- and individual student-based literacy interventions.
6. Use assessment results to make valid inferences about student learning, plan for further learning, and help students do the same.
7. Apply knowledge about important concepts in assessment to what you see in the field and to yourself as an educator and coach.

Overall, the purpose of this course is to develop your classroom assessment literacy. As a literate teacher you need to be able to 1) gather reliable information about student achievement related to reading and 2) use the assessment process and its resulting data to make valid inferences about student learning and improve instruction.

If we are successful, together in this course we'll move your thinking about assessment from a collection of less-effective practices to a coherent model grounded in the research of how to use assessment to improve student learning.

### **Course Assessments**

During the course, to demonstrate your mastery of the course outcomes, you will be asked to complete the following assessments:

1. Student Learning Outcome (SLO)
2. Content unit outline with literacy objectives
3. Lesson pre-assessment and formative assessment plan (with a focus on reading and writing)
4. Class- and individual student-based intervention plans
5. Unit summative assessment (with a focus on reading and writing)
6. Standardized test data analysis and reflection
7. Class grading system and rationale

### **Attendance and Other Policies**

Coaches will be expected to attend all sessions. In case of an unforeseen event, coaches will be allowed two absences but will be required to make-up all work. More than two absences will result in loss of credit for the professional development.

### **Texts and Reading**

Coaches will read articles that will be posted to Edmodo and/or distributed in class.

### **Delivery Method and Schedule**

The course will be delivered using a blended model, with coaches attending a five-hour cohort meeting each month during the semester, accompanied by assignments that will be completed in their schools. Assignments will target the role of the coach and should be able to be completed while coaching or modeling for teachers.

## Research and Sources

The following resources may be used directly in professional development sessions, referenced for instructional planning, or noted in collaborative conversations.

Andrade, H. G. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57, 13-18.

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Black, P., Harrison, C., Lee, C., & Wiliam, D. (2003). *Assessment for learning: Putting it into practice*. New York, NY: Open University Press.

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Bodrova, E. & Leong D.J. (1996). *Tools of the mind: The Vygotskian approach to early childhood education*. Merrill: Ohio.

Brantley, Dianne K. (2007) *Instruction assessment of English langague learners in the K-8 Classroom*. Boston, MA : Pearson/Allyn and Bacon.

Brookhart, S.M. (2010). *Formative assessment: Strategies for every classroom. An ASCD action tool*. Alexandria, VA: ASCD.

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Caulkins, Jonathan P. (2001). *Assessing the cost and benefits of early childhood intervention programs*. Santa Monica, California, RAND Corporation.

Chappuis, J. (2005). Helping students understand assessment. *Educational Leadership*, 63, 39-43.

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Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

Heritage, M., & Wylie, E. C. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin Press.

Heritage, M., Kim, J., Vendlinski, T., & Herman, J. L. (2009). From evidence to action: A seamless process of formative assessment? *Educational Measurement: Issues and Practice*, 28, 24-31.

McNair, S., Bhargava, A., Adams, L., Edgerton, S., & Kypros, B. (2003). Teachers speak out on assessment practices. *Early Childhood Education Journal*, 31(1), 23-32.

McKenna, Michael (2008). *Assessment for reading instruction*. The Guilford Press.

Morrison, J. L. (2008/2009). Why teachers must be data experts. *Educational Leadership*, 66(4).

Moss, C. & Brookhart, S. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders*. Alexandria, VA: ASCD.

Pinnell, G. & Fountas, I. (2009). *When readers struggle*. Portsmouth, NH: Heinemann.

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- Popham, J. (2005, March). Instructional quality: Collecting credible evidence. *Educational Leadership*, 62(6), 80-81. (Suggested URL for retrieval = <http://www.ascd.org/publications/educational-leadership/mar05/vol62/num06/Instructional-Quality@-Collecting-Credible-Evidence.aspx>)
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- Stiggins, R. J., Arter, J., Chappuis, J., & Chappuis, S. (2004). *Classroom assessment for student learning: Doing it right—using it well*. Portland, OR: Assessment Training Institute.
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Course Topic	SC Teaching Competencies	Assessments
<ul style="list-style-type: none"> <li>• Understanding and using the SLO as a thinking model for using assessment to drive instruction</li> </ul>	<p><b>3.1</b></p> <ul style="list-style-type: none"> <li>• Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</li> </ul> <p><b>3.3</b></p> <ul style="list-style-type: none"> <li>• Use assessment data based on strengths and needs to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Written responses to text selections</li> <li>• Assessment Product 1: SLO</li> </ul>
<ul style="list-style-type: none"> <li>• Inquiry into Collecting Data <ul style="list-style-type: none"> <li>○ Understanding and using formative assessments for reading and writing</li> </ul> </li> </ul>	<p><b>3.1</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Product 3: Lesson Pre-Assessment and Formative Assessment</li> <li>• Written responses to selections of texts (for example: <i>The Reading Strategies Book</i> by Jennifer Seravallo)</li> <li>• Written response texts and articles (for example: Introduction</li> </ul>

		<p>and chapter 1 from the <i>The Literacy Teacher's Playbook</i> by Jennifer Seravallo)</p> <ul style="list-style-type: none"> <li>• Notes from group's discussion during inquiry</li> <li>• Chart reflecting the group's learning from the inquiry</li> <li>• Written reflections after using the tools</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Inquiry into Analyzing Data</li> </ul>	<p>3.3</p> <ul style="list-style-type: none"> <li>• Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching so that all students use a variety of strategies (monitoring, searching, predicting, etc.). Interpret patterns in classroom and individual students' data.</li> </ul> <p>3.1</p> <ul style="list-style-type: none"> <li>• As appropriate, analyze data including</li> </ul>	<ul style="list-style-type: none"> <li>• Notes from group's discussion during inquiry</li> <li>• Chart reflecting the group's learning from the inquiry</li> <li>• Written analysis of a student's work in reading</li> <li>• Written analysis of a student's work in writing</li> </ul>

	<p>but not limited to running records and/or miscue analysis.</p>	
<ul style="list-style-type: none"> <li>• Inquiry into Interpreting Data and Establishing Goals</li> </ul>	<p>3.2</p> <ul style="list-style-type: none"> <li>• Interpret and use assessment data to analyze individual, group, and classroom performance and progress.</li> <li>• Select or develop appropriate literacy assessment tools which include skills/strategies specific to early childhood classrooms such as phonological awareness, concepts of print, oral language development, and other symbol-sound relationships in meaningful contexts.</li> </ul> <p>3.3</p> <ul style="list-style-type: none"> <li>• Use assessment data to determine whether all students use meaning, visual and structural cues when</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Product 5: Data Analysis</li> <li>• Notes from group's discussion during inquiry</li> <li>• Chart reflecting the group's learning from the inquiry</li> <li>• Written interpretation of student data and written goals for the student based on the analysis and interpretation</li> <li>•</li> </ul>

	<p>reading, spontaneously self-monitor for meaning, and when they do, what skills and strategies they individually and collectively use to problem solve.</p> <p>3.4</p> <ul style="list-style-type: none"> <li>• Use assessment data and student work samples to discuss implications and goals for reading and writing instruction.</li> </ul>	
<ul style="list-style-type: none"> <li>• Inquiry into Creating Action Plans</li> </ul>	<p>3.3</p> <ul style="list-style-type: none"> <li>• Use assessment data based on strengths and needs to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.</li> </ul> <p>3.3</p> <ul style="list-style-type: none"> <li>• Use assessment data to evaluate students' responses to instruction and to</li> </ul>	<ul style="list-style-type: none"> <li>• Written responses to articles and text selections</li> <li>• Notes from group's discussion during inquiry</li> <li>• Chart reflecting the group's learning from the inquiry</li> <li>• Written action plan based on student's reading and writing data</li> </ul>

	<p>develop relevant next steps for teaching so that all students use a variety of strategies (monitoring, searching, predicting, etc.). Interpret patterns in classroom and individual students' data.</p>	
<ul style="list-style-type: none"> <li>• Inquiry into Creating and Assessing Units of Study</li> </ul>	<p>3.3</p> <ul style="list-style-type: none"> <li>• Use assessment data based on strengths and needs to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.</li> <li>• Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching so that all students use a variety of strategies (monitoring, searching, predicting, etc.). Interpret patterns in classroom and individual students' data.</li> <li>• Use assessment data to determine whether all</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Product 2: Unit Outline</li> <li>• Assessment Product 4: Unit Summative Assessment</li> <li>• Written responses to articles and text selections</li> <li>• Notes from group's discussion during inquiry</li> <li>• Chart reflecting the group's learning from the inquiry</li> </ul>

	<p>students use meaning, visual and structural cues when reading, spontaneously self-monitor for meaning, and when they do, what skills and strategies they individually and collectively use to problem solve.</p>	
<ul style="list-style-type: none"> <li>• Understanding Standardized Tests Data</li> </ul>	<p>3.4</p> <ul style="list-style-type: none"> <li>• Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).</li> </ul> <p>3.3</p> <ul style="list-style-type: none"> <li>• Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.</li> </ul> <p>3.1</p> <ul style="list-style-type: none"> <li>• Describe the strengths and limitations of a range of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Written responses to articles and text selections</li> <li>• Written analysis of PASS data from the school</li> </ul>

	<p>tools and their appropriate uses including those utilized in early childhood classrooms.</p> <ul style="list-style-type: none"> <li>Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).</li> </ul>	
<ul style="list-style-type: none"> <li>Implementing Data Teams</li> </ul>	<p>3.2</p> <ul style="list-style-type: none"> <li>Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.</li> </ul> <p>3.3</p> <ul style="list-style-type: none"> <li>Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Written responses of articles and text selections</li> <li>Minutes from 2 data team meetings</li> <li>Artifacts from a data team meeting</li> </ul>
<ul style="list-style-type: none"> <li>Inquiry into Creating a Class Grading System</li> </ul>	<p>3.4</p> <ul style="list-style-type: none"> <li>Communicate assessment purposes and a summary of</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Product 6: Grading Policy</li> <li>Written responses of articles and text</li> </ul>

	<p>results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).</p> <p>3.2</p> <ul style="list-style-type: none"><li>• Select or develop assessment tools to monitor student progress and to analyze instructional effectiveness. [These tools may include standardized or more subjective measures, such as rubrics, observations, surveys, and anecdotal records.</li><li>• Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures</li></ul>	<p>selections</p> <ul style="list-style-type: none"><li>• Notes from group's discussion during inquiry</li><li>• Chart reflecting the group's learning from the inquiry</li></ul>
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