



# CHIPOLA COLLEGE

## COURSE SYLLABUS

Chipola's website: [www.chipola.edu](http://www.chipola.edu)

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**COURSE TITLE:**

Integration of Assessment into Classroom Reading

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**COURSE NUMBER:**

RED 4312

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**COURSE DESCRIPTION (with prerequisites):**

This course introduces formal and informal methods and materials used to identify reading strengths and weaknesses of students. Emphasis is placed on integrating assessments into the curriculum to strengthen instructional strategies and student success. The student will increase and apply knowledge and skills in the uniform core curriculum relevant to this content area. This course requires a minimum grade of "C." 10 hours of participation and teaching required in local public schools. Prerequisites: RED 3009, RED 3311 or RED 3360. 3 semester hours.

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**NAME(S) OF INSTRUCTORS:**

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Office hours – Posted on door

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**EFFECTIVE ACADEMIC YEAR:**

2015-2016

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**SUGGESTED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:**

Lipson, M.Y. & Wixon, K.K. (2009). Assessment and Instruction of Reading and Writing Difficulties: An Interactive Approach. (4<sup>th</sup> Ed.). Pearson. ISBN: 0-205-52341-2

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**GRADING POLICY:**

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

**A – 90 – 100**

**B – 80 – 89**

**C – 70 – 79**

**D – 60 – 69**

**F – 59 or less**

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

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**ATTENDANCE AND WITHDRAWAL POLICIES:**

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable

reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

#### **MAKE-UP POLICY:**

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Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

#### **ACADEMIC HONOR CODE POLICY:**

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Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

#### **STUDENTS WITH DISABILITIES POLICY:**

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Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

#### **LIBRARY AND ON-LINE REFERENCE MATERIALS:**

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The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

#### **TECHNOLOGY RESOURCES:**

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The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas

support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

#### **FREE TUTORING RESOURCES:**

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The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

#### **ELECTRONIC DEVICE USAGE STATEMENT:**

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Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

#### **DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

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- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

| STUDENT LEARNING OUTCOMES FOR RED 4312<br>The student will:   | State-Adopted Standards   | FEAPs (Discipline Outcomes) | FL Competencies and Skills: |          | Endorsements:                                   |                     | Assessment Activities                         |
|---|---|-----------------------------|-----------------------------|----------|---|---------------------|---|
|   |   |                             | Elementary Education K-6    | Prof Ed. | Reading Competency #3 Foundations of Assessment | ESOL                |   |
| Interpret students' formal and informal test results.   |   | E-4 FEAP 4.1                | 4.5                         | 1.2      | 3.3, 3.5  | 5.2.c               | Task CC1A - RU                                |
| Analyze and describe major types of derived scores and test items from standardized tests.  |   | E-4 FEAP 4.1                | 4.6                         | 1.1, 1.2 | 3.4   |                     | Task CC1A - RU<br>Task CC1C - RU<br>MA 1 - DE |
| Perform the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures). |   | E-4 FEAPs 4.1, 4.3          | 4.3                         | 1.2      | 3.2, 3.5  | 5.3.c, 5.3.f        | Task CC1A - RU                                |
| Analyze data to identify trends that indicate adequate progress in student reading development.   |   | E-5                         |                             | 1.2      | 3.6, 3.8  |                     | Task CC1C - RU<br>MA 3 - W                    |
| Differentiate instruction using appropriate data (grouping strategies, intensity of instruction: ii vs. iii) with selection of appropriate curricular materials, and strategies.  | Various Reading/ Language Arts state-adopted standards met through this outcome | E-1 FEAP 3.8                | 4.4                         | 8.6      | 3.7   | 4.1.c, 4.1.e        | Task CC1C - RU                                |
| Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students and identify reading assessment techniques appropriate for  |   | E-2 FEAP 2.8                | 4.6                         | 14.2     | 3.9   | 5.1.b, 5.1.c, 5.1.d | MA 2 - DE                                     |

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading. |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|

**\*\*Assessment Codes**

|   |  |   |  |
|---|--|---|--|
| <b>T</b> = Tests<br><b>Pre/Post</b> = Pre- and Post-Tests<br><b>OT</b> = Objective Tests<br><b>UT</b> = Unit Tests<br><b>Q</b> = Quizzes<br><b>F</b> = Final Examination<br><b>CF</b> = Cumulative Final<br><b>EX</b> = Departmental Exam<br><b>SE</b> = Nat'l or State Standardized Exam | <b>RPT</b> = Report/Presentation<br><b>SP</b> = Skills Performance<br><b>SD</b> = Skills Demonstration<br><b>W</b> = Writing Assignments<br><b>E</b> = Essays<br><b>DE</b> = Documented Essays<br><b>RP</b> = Research papers<br><b>J</b> = Jury<br><b>R</b> = Recital | <b>Proj.</b> = Projects<br><b>Exp.</b> = Experiments<br><b>Cap. Proj.</b> = Capstone Project<br><b>Cap. Course</b> = Capstone Course<br><b>Prac.</b> = Practicum<br><b>Intern.</b> = Internship<br><b>H</b> = Homework<br><b>PS</b> = Problem Solving<br><b>DB</b> = Discussion Board | <b>BO</b> = Behavioral Observation<br><b>Clin.</b> = Clinicals<br><b>CS</b> = Case Study<br><b>CP</b> = Case Plan<br><b>Port.</b> = Portfolio<br><b>Obs.</b> = Teacher Observation<br><b>Sk. Check</b> = Skills Check-off Curriculum Frameworks<br><b>JP</b> = Judged Performance/Exhibition |
|---|--|---|--|

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
6. Collaborate with peers and other professionals.

**ASSIGNMENT AND/OR COURSE OUTLINE**

**Students enrolled in RED 4312 will be required to complete the following:**

**Observation and Participation**

This course requires 10 hours of observation and participation in a local public school. You must observe in grades k-12, during the reading block AND the intervention period. You may not earn more than 2 hours in one day for this course. Be sure to sign in at the school EVERY time you go, even if the school says it is not required. The log must be turned in to the instructor by the designated date. Any falsification of signatures or other data on the log will result in an Honor Code Violation\* to be placed in your permanent record, a letter-grade reduction of this course's final grade\*, and you will have to complete an additional 5 hours in a school and classroom designated by the instructor. Failure to complete the required hours or failing to turn in the form by the designated date will cause you to receive an Incomplete for this course until the hours are satisfactorily completed and the log submitted. **YOU ARE EXPECTED TO ACT IN A PROFESSIONAL MANNER WHILE IN THE SCHOOL SETTING. YOU ARE ALSO EXPECTED TO GO TO THE SCHOOL ON A REGULAR SCHEDULE SO THE TEACHER KNOWS WHEN TO EXPECT YOU.**

*\*If this is your first Honor Code Violation; if you already have an Honor Code Violation on file, you could receive a failing grade for the course and/or face a committee hearing and expulsion from the Teacher Education Program.*

**Tasks (50% of final grade)**

*\*Tasks must meet the criteria for "demonstrated" as determined by the scoring rubric to earn credit for this course. Tasks are due at the beginning of class. Tasks and Major Assignments are considered "LATE" after the moment the instructor takes them up. Any task/major assignment received late (WHICH BEGINS AFTER THE FIRST 5 MINUTES OF CLASS) will*

*result in a grade of 10 point deduction PER DAY. THIS WILL ONLY BE VALID FOR A 48 HOUR PERIOD. AFTER THOSE 48 HOURS THE GRADE WILL GO TO A ZERO. A task judged as “partially demonstrated” or “not demonstrated” may be resubmitted for the purpose of demonstrating the accomplished practice indicator (YOUR GRADE WILL NOT CHANGE).*

The original grade will be used when calculating the course average. Points **will not** be added for resubmissions but will be deducted if not resubmitted within the timeframe set forth by the instructor. **To pass this class ALL tasks must be successfully demonstrated.**

**Task CC1A: Administering and Scoring of Formal and Informal Reading Assessments:**

The teacher candidate works with one child who is in the intermediate grades. Observation and anecdotal records should be kept throughout the case study and used to write a summary report stating the findings of strengths and weakness of the student in phonics, fluency, vocabulary, and comprehension. You should discuss the role of assessment in planning instruction to meet learning needs. Based on strengths and weaknesses of the student as indicated by various reading assessments, the teacher candidate will identify three different instructional strategies to use with this child, describing the strategies and explaining how each will accommodate the learning needs of this child. A presentation will be given within class to present your findings. A minimum of four reading assessments (formal and informal) should be given:

FORMAL: Phoneme Segmentation Test, Phonics Survey, San Diego Quick Assessment, Fry Oral Reading Test, Test of Word Reading Efficiency (TOWRE), Fox in the Box, and many others using the Bader Reading and Language Inventory or other source.

INFORMAL: Have child read a book or story passage to you and complete a story retelling, informal reading inventory, fluency check, running records, etc.; note strengths and weaknesses with phonemic awareness, phonics, fluency, vocabulary, and comprehension. Compare results from the formal assessments and informal assessments notating similarities and differences.

**Task CC1C: FCAT Scores Analysis:** You will analyze FSA scores and write a compare/contrast analysis of the information reported. Discuss student scores in general, and discuss what content areas reflect strengths and weaknesses of the class. You should also discuss whether the content areas reported are valid as far as saying the FSA measures mastery of the State Standards.

Information to be included should be: discussion of the scores in general, particular strengths and weaknesses of this class as a whole in reading as reflected by the scores, and evidence of growth in reading as indicated by the change in mean developmental score from the previous year.

You should also analyze the mean points earned by Content Area and discuss which particular areas (words/phrases, main idea/purpose, comparisons, and references/research) the teacher should improve instruction next year and explain why you feel this is important. You should also discuss whether the content areas reported on the FSA scores are valid as far as saying the FSA measures mastery of the State Standards.

Discuss how the test results can be used by teachers in planning specific instructional strategies centered on the State Standards. How will the test data help the teacher differentiate instruction with grouping strategies (whole group, small group, one-to-one, “iii” group) and intensity of instruction using appropriate curricular materials and strategies?

## Exams (20% of final grade)

There will be one midterm and one final exam. They will each receive equal weight.

## Major Assignments (20% of final grade)

**1. FSA Released Test Analysis** – Download an Elementary Released FSA Reading Test from DOE’s website. You should analyze each question on the FSA and select ten questions. List the question and list the State Standard being measured with that question. Additionally, describe the story formats for each story. Are the stories all fiction, all nonfiction, or both? What types of passages are seen – all stories? Poems? Recipes? Directions? Biographies?

**2. Research Discussion** – Research for articles discussing interpretive issues that may arise when English language tests are used to assess reading growth in Limited English Proficient (LEP) students. Identify and discuss reading assessment techniques that would be appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities.

**3. Portfolio Assessment Analysis** – Research and identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time. You should select at least five criteria, citing specific examples of work students could complete to represent the criteria you choose. Then write a reflection to discuss how portfolio assessment is important for progress monitoring of struggling students.

## Course Evaluation Criteria:

- Exams (20%)
- Major Assignments (20 %)
- Tasks (50%)\*
- Professionalism in Attendance (5%)
- Professionalism in Participation (5%)

*\*Participation grade is earned by achieving a satisfactory participation grade on in-class assignments. Consider that you are not able to participate if you are not in class. You can see later in the syllabus that being on your cell phone is also included in participation and how points will be deducted.*

You will receive two grades in this category: one for attendance, the other for participation.

**GRADE ONE: ATTENDANCE** - The following scale will be used to calculate the attendance grade based on unexcused absences per 50-minute class period. The first 3 absences can be missed for any reason and no deduction will be made. After the third absence, the following will take effect:

|                                    |            |
|------------------------------------|------------|
| <b>0 to 3 absences.....</b>        | <b>100</b> |
| <b>4<sup>th</sup> absence.....</b> | <b>90</b>  |
| <b>5<sup>th</sup> absence.....</b> | <b>70</b>  |
| <b>6<sup>th</sup> absence.....</b> | <b>60</b>  |
| <b>Over 6 absences.....</b>        | <b>0</b>   |

Being tardy will result in a 5-point deduction per tardy, beginning after the third tardy.

**GRADE TWO: PARTICIPATION** – Participating in class discussion and activities is an important component of the learning process. You are expected to participate in these discussions and activities and not be distracted by nonrelated things. That being said, having your laptops open during class, text messaging during class, working on assignments not related to this class, or in cases of being in the computer lab, being on websites not related to the course content (such as Facebook, Twitter, etc.) will result in point deductions for each

offense. Your participation grade will be deducted **each** time you engage in non-class related activities, including all the aforementioned.

|                                    |           |
|------------------------------------|-----------|
| <b>1<sup>st</sup> offense.....</b> | <b>90</b> |
| <b>2<sup>nd</sup> offense.....</b> | <b>70</b> |
| <b>3<sup>rd</sup> offense.....</b> | <b>70</b> |
| <b>Over 3 offenses.....</b>        | <b>0</b>  |

See your Instructor First Day Handout for individual instructor assignment schedule.