

COURSE SYLLABUS

Course:	EDZU 9960 Analyzing Literacy Assessments to Guide Instruction
Credit Hours:	3.0 credits / 45 hours
Instructor:	Lisa Seligson and Jennifer Sierzputowski

Course Description

Running records, miscue analysis, spelling tests...

Elementary teachers have a wide variety of assessments they use, but then what? This course will help you to use the information gleaned from all types of literacy assessments to guide your instruction. Enhance your classroom instruction by analyzing what information different assessments provide you and learn how to differentiate instruction based on each student's needs.

Course Goals

To Know

1. The importance of assessments and using data to improve student achievement
2. The three cueing systems in miscue analysis
3. The various resources available to teachers for assessing a student's sight vocabulary
4. Strategies for teaching spelling words

To Understand

1. How to select a teaching point based on a student's running record
2. How to teach decoding strategies to struggling readers
3. How to use a rubric to evaluate student writing.
4. The different types of questioning necessary to evaluate specific deficits in comprehension

and To Be Able To

1. Analyze running records
2. Diagnose deficits a student presents in phonics
3. Use graphic organizers to enhance comprehension
4. Use explicit questioning to identify specific areas of weakness in comprehension
5. Create tip sheets for practicing spelling words and sight words at home

Course Outline

Unit One- Importance of Assessments and Running Records

- A. Using Data to Improve Student Achievement
- B. Early Reading Assessments
- C. Running Records and Miscue Analysis
- D. Selecting Teaching Points Based on Running Records

Unit Two- Assessments and Instruction for Decoding

- A. Decoding Skills Assessments
- B. Teaching Decoding Strategies to Struggling Readers

Unit Three- Assessments and Instruction for Comprehension

- A. How to Assess and Teach Reading Comprehension
- B. Planning a Small Group Strategy Lesson
- C. Using Graphic Organizers to Teach Text Comprehension
- D. Additional Strategies to Increase Reading Comprehension

Unit 4- Assessments and Instruction for Writing

- A. Using a Rubric to Evaluate Student Writing
- B. Writer's Workshop Mini Lessons
- C. Evaluating Spelling Through the Use of Spelling Inventories
- D. Spelling Strategies and Fun Ways to Practice Spelling Words

Unit 5- Assessments and Instruction for High Frequency/ Sight Words

- A. Importance of Sight Words
- B. Dolch and Fry Sight Word Lists
- C. Activities and Tips for Learning Sight Words

Methods of Instruction

Teachers enrolled in this course will examine a variety of resources. They will communicate with other educators through forums to share their thoughts and experiences. This will allow them to gain insight into the best practices for diagnosing and remediating students' weaknesses in reading. They will complete assignments that assess their understanding of the material being presented. Participants will create their own lessons that can be used in their own classrooms.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

Graduate Assignment: Write a reflection paper on how what you have learned about assessments and how they guide instruction will influence your teaching. To receive an A in this course, discuss

this in respect to running records/decoding, comprehension, writing/spelling and sight words. To receive a B, choose three of the five areas to discuss.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation Attached

Assignment	Time (in hours)
Introductory documents (About the Instructors, Teacher Expectations, Troubleshooting)	0.50
Forum #1: Autobiography	0.50
Read article about using student data to improve student achievement and respond to questions (assignment 1)	2.00
Review article and discuss the five purposes of assessments (assignment 2)	2.00
Forum #2: Discuss current literacy assessments	1.00
Review running record and miscue analysis resources and answer questions (assignment 3)	2.50
Analyze Leo's running records and select teaching points (assignment 4)	2.00
Complete diagnostic decoding survey (assignment 5)	2.00
Review articles and answer questions regarding how to teach decoding strategies (assignment 6)	2.00
View reading strategy video and respond to questions (assignment 7)	2.00
Forum #3: Share a decoding game or center	1.00
Forum #4: Discuss comprehension assessments	1.00
Review article about assessing reading comprehension and answer questions (assignment 8)	2.00
View and react to reading comprehension strategy video (assignment 9)	2.50
Review articles about graphic organizers and use one in a lesson (assignment 10)	2.00
Assess student using before, after, and during comprehension questions (assignment 11)	2.50
Design a reading comprehension lesson (assignment 12)	2.50
Evaluate a 4th grade writing sample (assignment 13)	2.00
View and react to writer's workshop video (assignment 14)	2.00
Administer Words Their Way Inventory (assignment 15)	2.00
Review article and discuss four spelling strategies (assignment 16)	2.00
Create tip sheet for practicing spelling words (assignment 17)	2.00
Read article about the importance of sight words and review Dolch and Fry sight word lists (assignment 18)	2.00
Create tip sheet for practicing sight words (assignment 19)	2.00
Forum #5: Sharing games, centers, and Apps for building sight vocabulary	1.00
Total Time	45.00