

About the Instructor

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In Person or Virtual Office Hours: By appointment
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Welcome: I am looking forward to learning from you and supporting your professional development in literacy, both as a literacy teacher and leader. Contact Hours for this course include:

- 2-4 optional unscheduled contact hours for November -January 2024 pre- assessment data collection, consultation, and orientation meetings. These optional meetings can be as individual, in pairs or in groups.
- 12-16 optional unscheduled contact hours for assessment data collection with course instructor and/or participants.
- 24 optional unscheduled contact hours for December 18 -January 7 assessment review, data analysis and final assessment report. Although the course schedule shows due dates for feedback, all assignments are due by January 7, 2024, for final grades.

Winter Session 2023 Asynchronous, Face to Face, or Online Interaction

Communicating with the instructor may include asynchronous, face to face, and/or online interaction. Please contact instructor via university email for face to face or online school visits. Expect a response within 24 hours, Monday through Friday. If you have a general question, you get an asynchronous response by posting the questions to the Blackboard discussion section for the instructor and/or classmates to respond.

Communicating with a Reading Teacher Endorsement Advisor may also include asynchronous, face to face, and/or online interaction. The current SIUE licensure endorsement advisor is:

Joe Hamilton, Academic Advisor, School of Education Health, and Human Behavior
Founders Hall, Room 1110, Box #1062, Southern Illinois University, Edwardsville, IL 62026
E-mail: jhamiaa@siue.edu 9:00 a.m.-4:00 p.m.) Phone: [\(618\)650-3940](tel:6186503940)

About the Course: Literacy Diagnostics: Assessment and Instruction

Course description: Procedures in administering, scoring, and evaluating standardized and informal assessment of cognitive ability, academic achievement, literacy development and techniques for reporting test results. **Prerequisite knowledge and credit hours:** CI 520 Minimum Grade of C, Graduate level CI 521 Minimum Grade of C, and Graduate level CI 540 Minimum Grade of C or instructor permission.

Course affiliation: SIUE Masters of Science in Education: Curriculum and Instruction; Reading Teacher Endorsement Course Sequence.

Unclassified and classified graduate students who enroll in the standard section of this course should do so under the following conditions:

1. Class sessions may be scheduled at online or off campus sites specified by this course syllabus document.
2. Any course requirements for collection of assessment data that include children or professional colleagues in a school setting (i.e., digital video recording of assessment, professional colleague observation of instruction) must be approved by an appropriate

- school administrator, and other settings for this work may require prior approval as well.
3. Requirements for a classroom observation from the course instructor to assist during assessment will be waived unless this observation is done with prior approval from an appropriate school administrator.
 4. Data reports from analysis of assessment may not link the identity of individual students, professional school colleagues, or community members to the data.

Assessments conducted for any selected P-12 student will not be considered work for employment unless employer and SIUE policies permit this practice.

Materials:

Assessment Materials for this course may be provided by school districts who have corporate partnership agreements with SIUE. Non-contract participants must provide their own assessment materials and should hold professional teaching positions. Teaching material costs for this course may include:

- Individual SIUE fees or optional assessment materials paid by graduate students.
- Optional off-campus school observation or field trip costs paid by graduate students.
- Notebook and printed materials used for this course paid by graduate students.

Course Textbooks:

1. Leslie, L. and Caldwell, J. (2017). *Qualitative reading inventory 6*. New York: Pearson.
2. McAndrews, S. L. (2020). *Literacy assessment and metacognitive strategies: A resource to inform instruction*. PreK-12 NY: The Guilford Press. (Download free from Blackboard) ISBN: 9781462543700
3. International Reading Association (2017). *Standards for reading professionals, revised 2017*. Newark, DE: International Literacy Association. (Available free on-line or book form at www.reading.org)

Standards, Goals and Objectives:

The candidate will apply the following standards to the course discussions, assignments, and assessment result reports: the Illinois Professional Teaching Standards, Science of Reading Standards, Common Core State Standards, discipline specific standards, and the International Literacy Association (2018). *Standards for the preparation of Literacy professionals 2017*. Illinois State Board of Education (ISBE) standards, Council for the Accreditation of Educator Preparation (CAEP) standards, as well as other state, national, and international standards for advanced instruction in P-12 reading and literacy.

The goals of this course are as follows:

- Describe the purposes and principles of literacy assessment and evaluation, based on Science of Reading (Neuroscience Cognitive Perspective), for individuals and for groups of students.
- Research and evaluate norm-referenced, criterion referenced, and growth-referenced assessments including application and interpretation of validity and reliability.
- Select and administer appropriate assessments for literacy development: Language (oral, written, non-verbal), Vocabulary, Phonemic Awareness Phonics, Word Identification, Concepts of Print,

Oral Reading Fluency, Comprehension (different genres, text structures and text features), Writing Development and Writing Composition

- Apply phonology, morphology, syntax, semantics, and pragmatics to analyze and evaluate assessment data.
- Identify student's literacy strengths, needs, and interests.
- Identify objectives and strategies to meet the needs of the learner(s) in individual and/or group settings.
- Provide critical feedback to peers during assessment, analysis, report writing, and mock family conference.
- Communicate diagnostic findings, insights, and instructional recommendations to other professionals, students, and their families.
- Describe the complex interrelationships among reader, text, and context variables related in literacy practice and performance.
- Identify issues and trends in literacy assessment.
- Discuss leadership roles in enhancing and reforming literacy assessment in schools and classrooms.
- Demonstrate a commitment to providing literacy education leadership to other school personnel and the community.

The objectives for this course are aligned with the School of Education Health and Human Behavior Conceptual Framework for Teacher Education, as well as the Illinois Professional Teaching Standards and International Literacy Association Standards for Reading Teacher education. This conceptual framework and literacy standards fulfill all of the reading and literacy standards associated with this course. Course objectives are listed in the table below.

Course Objectives Aligned with School of Education Health and Human Behavior Conceptual Framework	IPTS and ILA Addressed
Knowledge Application and Development: Candidates will...	
1. Apply theory and research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including first and second language acquisition and development, word recognition, comprehension, writing composition, strategic knowledge, and the integration of the six language arts (listening, speaking, reading, writing, viewing and visually representing) to plan appropriate literacy instruction.	2H, 6C ILA 1.1
Context and Foundation of Education: Candidates will...	
2. Identify strategies to foster a positive home/school literacy partnership, by recognizing and valuing the forms of diversity that exist in society and their importance in developing literacy.	1L ILA 4.1
Learners and Learning, and Instructional Process: Candidates will...	
3. Identify purpose, strengths, and limitations of different assessments. Select, administer, interpret, and communicate data from appropriate informal literacy assessments to plan for and evaluate instruction.	1H, 5G, 6H, 7B, 7J ILA 3.1, 3.2, 3.3 and 3.4

4. Use foundational knowledge of literacy along with information about students, teachers, instructional purposes, and specific content to plan, implement, and evaluate comprehensive literacy instruction using appropriate and varied approaches, strategies, and materials. Instructional planning, implementation and evaluation may include development of language, concepts of print, phonemic awareness, phonics, word recognition, fluency, vocabulary, comprehension, writing composition, strategic knowledge, critical thinking, motivation, and/or the integration of the six language arts: listening, speaking, reading, writing, viewing, and visually representing.	1B, 1C, 1H, 1J, 1L, 2E, 2Q, 3D, 3A, 3B, 3C, 3G, 3M, 3N, 5B, 5C, 5E, 5H, 5M, 5P, 6A, 6H, 6I, 6J, 6K, 6M, 7B IRA 2.1, IRA 2.2
5. Plan appropriate instructional approaches, strategies, and materials that are differentiated and adapted to meet the needs of diverse learners including English language learners (i.e., visual, auditory, kinesthetic, and tactile approaches; technologies; adapting physical and social environment and groups; literacy applications to other content areas; and materials from different levels, genres, and cultures).	1B, 1C, 1H, 1J, 1L, 2E, 2Q, 3D, 3A, 3B, 3C, 3G, 3M, 3N, 5B, 5C, 5E, 5H, 5M, 5P, 6A, 6B, 6D, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6P, 7B ILA 2.2, 5.2, 5.3, and 5.4
Interpersonal and Professional Relationships: Students will...	
6. Model effective reading, writing, verbal, and non-verbal communication; display positive dispositions related to their own reading and writing and the teaching of reading and writing. Demonstrate effective interpersonal, communication and leadership skills when communicating with teachers, clients, families, and other educators.	6E ILA 6.2
7. Reflect on ones' own teaching practices, choices, and actions and seek opportunities to grow professionally. Collaborate in, lead and evaluate professional development activities including modeling, providing and explaining resources, co-planning, co-teaching, observing, reflecting and providing feedback to teachers.	9A ILA 6.3
8. Use professional judgment when working collaboratively and developing positive relationships with students, parents, and colleagues	ILA 1.3
9. Promote effective communication and collaboration among families, teachers, administrators, and community members.	ILA 6.4

University and Teacher Education Policies

The SIUE Academic Code of Conduct will be strictly followed in this course. Violations may result in a failing grade on the individual assignment or a failing grade for the course.

Diversity Statement: "SIUE's Teacher Education programs foster teacher and teacher candidates' ability to understand and meet professional responsibilities by modeling respect and value for diversity. Candidates create and engage their students in practices that develop awareness, understanding, respect, and a valuing of the forms of diversity that exist in society and their importance in learning and teaching. The School of Education Health and Human Behavior, teacher education programs are dedicated to supporting all teacher education candidates regardless of their economic or social status and

advocates for the rights of students free from discrimination based on race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identification, ability or age."

Students with Disabilities: Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

Academic misconduct statement: It is expected that students will adhere to the SIUE Student Academic Code. This includes any "acts of academic misconduct for which students are subject to sanctions including without limitation, plagiarism, cheating, failure or refusal to follow clinical practice standards, falsifying or manufacturing scientific or educational data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts." Academic Misconduct on an assignment, paper, test or exam will result in an F in the course and possible penalties as outlined in the Code. The faculty reserves the right to submit student work that is suspected of being plagiarized to internet sites designed to detect plagiarism.

Plagiarism: Defined as including, without limitation, the act of representing the work of another as one's own. Plagiarism may consist of copying, paraphrasing, or otherwise using the written, electronic, or oral work of another without proper acknowledgment or consent of the source or presenting oral, electronic, or written material prepared by another as one's own. Plagiarism also includes using information from electronic resources, including the Internet, without the use of proper citations.

Attendance, tardiness, dispositions, and academic integrity: These will be monitored throughout the course and program and failure to adhere could result in removal from the program. Resources:

<http://www.siue.edu/policies/3c2.shtml>

<http://www.siue.edu/policies/1i6.shtml> <http://www.siue.edu/policies/1i8.shtml>

On-line Civility: Students enrolled at Southern Illinois University Edwardsville have responsibility for maintaining an environment that encourages free inquiry and expression, abiding by applicable laws and University policies and procedures, responsibly fulfilling civic duties within their communities, and respecting the rights and responsibilities of faculty, staff members and fellow students. Students are expected to follow course or class guidelines as set forth in syllabi and as enunciated by their instructors. Students who fail to follow classroom instructions may be involuntarily withdrawn in accordance with the provisions of this policy. Resources: <http://www.siue.edu/policies/3c1.shtml>
http://www.siue.edu/studentaffairs/faculty/pdf/Civility_statement_for_syllabus.pdf
Student Conduct Code <http://www.siue.edu/policies/3c1.shtml> . Faculty Handbook http://www.siue.edu/provost/fhb/pdf/Academic_Teaching_Policies.pdf (1Q1)

Intellectual Property: This syllabus and all course-related materials are the intellectual property of Dr. Shadrack G. Msengi and/or SIUE. Students who give or sell this syllabus or course-related materials, without the written permission of Dr. Shadrack G. Msengi to any outside agency or person who is not currently enrolled in this class or at SIUE, will be in violation of the University's code of conduct and may be subject to disciplinary action, including but not limited to, immediate removal from the class.

Course Policies

Leadership: This course is an advanced education course that is also part of a demanding endorsement/certification designed to develop literacy knowledge and dispositions to become leaders, decision makers and problem solvers in the school and the community. You will be expected to be professional and work collaboratively with your peers to support each other's learning. Upon completion of the certification courses, you will receive notification from the SEHHB Student Services Office with directions on how to earn your Illinois K-12 Reading Teacher Endorsement.

Success in this course requires that you:

- are prepared for on-line discussions with all reading and assignments completed
- actively participate in all assignments and activities using knowledge you have gained through your reading and life experiences.
- adhere to the guidelines, rubrics, and deadlines given for all assignments, discussions, and other course activities.
- timely post and reply to all online discussions.

Technology and distractions during optional class sessions: Put your phone and computer on silent for all notifications. You should not check your email, look at Twitter, Facebook, or text people outside of this course during zoom sessions. Please try to eliminate distractions from people, pets, music, and other noise during class sessions.

Assignments: Each student is responsible for the successful and professional completion and posting of assignments by the designated due date.

All assignments must be:

- completed in a professional manner in accordance with the assignment requirements.
- revised for content (ideas and details, organization, voice, sentence fluency, and word choice with academic terminology)
- edited for conventions (formal grammar, punctuation, capitalization, and spelling). If there are multiple errors in conventions it may be returned ungraded and must be redone. Any assignment that is late or redone, 20% of the total points will be deducted, not including points off for the quality of the assignment.
- completed with references for all source materials using standard academic notation (e.g., APA)
- posted in Blackboard using a Microsoft Office 360 document and attached with the following file name format: Last Name_First Initial_Assignment name. Be sure all documents have your name and assignment name on the first page of the document as well.
- Posted on the due date and before the class or zoom session, unless otherwise noted.
- Please notify the professor in writing immediately if you have difficulty meeting the course requirements.

Feedback and grading timeline: Short assignment grades and feedback will be posted within one week of the due date. Unit and complex assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

Discussing Grades: While timely feedback is important to learning, students are afforded certain privacy rights concerning their academic performance. Following the Family Educational Rights and Privacy Act, the use of the university approved course management system (i.e., Blackboard) is the preferred method

of communicating grades, rather than use of email messages, telephones, or other electronic communication to discuss grades, unless students provide express written consent. Resources: (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Evaluation Procedures

Evaluation guides may range from verbal agreements to written documents depending on the needs of course participants and the course instructor. All course participants are expected to use their SIUE e-mail and Blackboard accounts to 1) access and turn-in assignments, 2) complete course evaluations, and 3) examine instructor evaluations of required assignments. The rubric for all assignments will be uploaded on the blackboard. These evaluation rubrics will be utilized with flexibility based on individual participants and setting.

Grading Scale: To remain in the education program, you must earn an A or B in every graduate course.

Grade	Percentage of Course Points	Additional Criteria
A	90-100%	And all assignments and final must be complete and turned in on time , revised for content and edited for grammar with a minimum of 80% on all assignments and no more than two absences.
B	80-89%	And all assignments and final must be turned in and no more than two absences
C	70-79%	And all assignments and final must be turned in to remain in the literacy program, must go through a review to get permission to retake the course
D	60-69%	Must go through a review to get permission to retake the course
F	59% or below	Must go through a review to get permission to retake the course
I	Incomplete	May be awarded with permission of the instructor when a student has completed most of the work required for a class, but is prevented by a medical or similar emergency from completing a small portion of the course requirement. Unless instructors have specified a shorter period of time, incomplete grades not completed within one year will automatically be changed to an F.
UW	Unauthorized Withdrawal -	Calculated as an F in grade average.
W	Withdrawal -	Authorized withdrawal. Work may not normally be completed.
WP	Withdrew Passing	Authorized withdrawal. Some work successfully completed.
WF	Withdrew Failing	Calculated as F in grade average.

For a complete list and descriptions of the grading policy go to:
<http://www.siu.edu/registrar/class/grading.shtml>

Incomplete grades are given rarely and only for dire emergencies. Incompletes are not given for failure to turn in assignments on time. If an incomplete is granted by the instructor, you must submit and complete an agreed upon plan for making up the incomplete. If you need special accommodation, please contact

student services and the professor within the first week of class or as soon concern becomes known.

Academic Services and Support

There are a variety of resources available to students for academic support. Academic supports include access to the course faculty and:

- The Student Success Center for academic and personal support services at <https://www.siue.edu/studentsuccess/>
- Writing Center- If you would like support for your writing or it is recommended by your instructor, contact the writing center in the Student Services Center Room 1254, Phone: 618-650-2045, www.siue.edu/IS/WRITING/.
- Lovejoy Library and Information Services- 650-4636
- Financial Aid- 618- 650-3880
- Counseling Services- 618 650-2197

Student Services and Support

- Your program coordinators: Dr. Shadrack Msengi (smsengi@siue.edu), Dr. Brian Johnson (bjohnah@siue.edu) or Dr. Barbara O'Donnell (bodonne@siue.edu)
- Graduate Program Advisors and Registration- Dr. Barbara O'Donnell
- Financial Aid- (618) 650-3880
- Counseling Services- (618) 650-2197

Technical Support

• Instructional Technology Services- 618 650-5500 help@siue.edu , Lovejoy Library room 0005, Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Blackboard support is available by calling ITS at 618-650-5500, emailing help@siue.edu, or by visiting: <http://www.siue.edu/its/bb/help.shtml>. Urgent tech support requests should be made by phone at 618-650-5500.

On-Line Policies

Online “netiquette”, written and/or class behavior:

- **Foster community.** Share your ideas and contribute to ongoing blackboard discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students. Provide only specific and constructive feedback to others.
- **Communicate effectively.**
 - Communicate clearly with a goal, purpose, and audience in mind
 - Support your ideas with evidence including references
 - Keep the conversation on topic. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.
 - Use formal language with precise terms and academic language
 - Avoid informal language, cliché's, and repetitions

- Define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- Use first or third person pronouns “**I, we, they**” not second person pronoun “**you**”
- Use formal grammar, spelling, and punctuation. Do not use all caps or repeated punctuation marks (!!!, ???, etc.).
- **Reflect** before you post a response and reread what you have written to be sure it is professional and treats others with respect.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.

Technology Information and Guidelines

Minimal Technical Skills Required for the Course: QM Standard 1.6

1. Successfully navigate through Blackboard (Bb) by using the menu buttons on the left side. For tool specific support, click on the “Help” navigational button and search Blackboard for support. If you need further assistance, visit the ITS Blackboard support home page.
2. Create, name and submit files using Microsoft Word, Excel and/or PowerPoint.
3. Compose assignments and communicate with others in class via Microsoft Word
4. Copy and paste text from a document to a discussion board or other documentation.
5. Use forums and threads on the discussion board.
6. Attach and send files via email and Blackboard.
7. Create basic presentation slides using Microsoft PowerPoint.
8. Download and install basic software necessary for this course. See the Software section below.
9. Navigate websites and course materials.
10. Capture, edit, and upload video, audio and photo files.
11. Reach out to tech support staff when issues arise and troubleshoot to resolve problems.

Hardware- Minimum Requirements:

- Computer with an updated operating system (e.g., Windows, Mac, Linux)
- Computer with sound card (desktop or laptop)
- Recommended to have a fast processor, at least 2 gigabytes (GB) of random-access memory (RAM), and over 40 GB free disk space.
- Updated Internet browsers (Apple Safari, Google Chrome, Mozilla Firefox, Internet Explorer (not always compatible with all applications))
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media players such as QuickTime or Windows Media Player.
- Must have webcam and microphone, and/or video recording device capable of recording at least 60 minutes.
- USB flash drive or external hard drive may be helpful for back-ups- Note that all students have access to One Drive and a virtual hard drive via Blackboard (Bb), located under the “My Content” tab of Bb. See the Blackboard Content Collection “Help” for more information.
- Printer- May be necessary to print out documents so you have access to them during class and study time.
- Internet Connectivity: Internet access through an internet service provider (ISP) with 56 kbps speed or higher. While your connection to the internet may be hardwired, wireless, or satellite, please note that wireless connectivity is not recommended during exams, submission of assignments or other critical course activities as designated by course faculty.

Software- Minimum Requirements: This course requires you to use your SIUE e-mail. Please check both regularly.

1. Use and check course **Blackboard** regularly and before each class session, <http://bb.siue.edu>. Use a current Blackboard certified or compatible web browser.
2. Use and check SIUE e-mail regularly and before each class session.
3. Use Microsoft Office (Word, Excel, PowerPoint) to compose and communicate with others. Students can download MS Office at no charge here: <http://www.siue.edu/its/news/2014/03/microsoft-office-students.shtml>. Visit the Microsoft store for special educational pricing options.
4. Use Antiviral software if using a personal computer (e.g., Microsoft Security Essentials, AVG Anti-Virus, Norton AntiVirus, McAfee Antivirus).
5. Use ITS recommended Software, <https://www.siue.edu/its/software/index.shtml>, including Free browser plug-ins such as Java, QuickTime, RealPlayer, and Adobe Acrobat Reader.
6. Use Zoom, a web conferencing tool for synchronous online meetings, lecture capture, live or recorded screen sharing and meetings with others. Sign into Zoom with your SIUE email address and password at: <http://www.siue.edu/zoom/>, Update your account information and Download the desktop or mobile application.
7. Avoid Plagiarism- To avoid accusations of academic dishonesty, please accurately reference all work from others and submit all written work to Turnitin before finalizing what you submit for evaluation. See Turnitin link: http://www.siue.edu/its/turnitin/student_blackboard.shtml

Optional Texts:

1. Bear, D., Invernizzi, M., Templeton, S., Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. 7th Ed. Upper Saddle River, NJ: Pearson.
2. Fountas, I. & Pinnell, G. (2010). *Benchmark Assessment System 1*, 2nd Ed. Portsmouth, NH: Heinemann.

Other course materials:

1. Blackboard content including notes, presentations, articles, videos, website links, and discussion board postings.

Professional Literacy Journals:

- Literacy Research Instruction,
- *Journal of Literacy Research*, Literacy Research Association
- *Reading Research Quarterly*, International Literacy Association
- *The Reading Teacher*, International Literacy Association
- *Journal of Adolescent Literacy*, International Literacy Association
- *Illinois Reading Council Journal*, Illinois Reading Council
- *Reading Improvement*
- *Language Arts*

Assignment Descriptions

You have developed a personal literacy instruction improvement plan for CI 521 Primary Literacy this past summer. The essential question for your CI 571 Diagnostic Literacy course this fall is: How do you know that this plan is working?

The following steps will guide you through your CI 571 course to answer this essential question. These steps summarize the more detailed CI 571 course requirements listed below.

1. *Complete textbook practice assessment and quiz assignments.*
2. *Complete practice running record of comprehension assessments.*
3. *Determine specific area of your instruction to meet student literacy needs that requires diagnostic assessment.*
4. *Identify literacy diagnostic assessments that you think will inform your instruction.*
5. *Identify a representative learner with whom you would like to practice diagnostic assessment of your instruction.*
6. *Post 10 completed diagnostic assessments that align with your instruction to Blackboard by the end of your CI 571 course the first week of January 2024.*
7. *Pose and respond to questions about your diagnostic assessments orally during optional December meetings with me, or you may post and respond to questions in writing on Blackboard by the end of CI 571 course in January.*
8. *Write a Diagnostic Literacy Report based on your 10 sets of assessment findings by the end of your CI571 course in January.*

CI 571 Diagnostic Literacy Course Requirements

Grading elements: Based on 1000-points possible with 900=A; 800=B; 700=C, see upcoming Course Schedule for the following assignments, and their due dates, that will determine the number of final grade points in this class. This course schedule will be posted on the CI 571 Blackboard in early December 2023.

Check this Table for consistency with assignment description.

Assignments	Points
• Textbook Practice Assessments and Quizzes	• 200
• Running Record of Reading Comprehension Assessment	• 200
• Teacher Personal Narrative Writing Process	• 100
• Diagnostic Literacy <ol style="list-style-type: none"> a. Case History Case History with Family Communication (60 pts) b. Analysis of at least 10 assessments (140 pts) c. Assessment Literacy Report and Presentation to Family (200 pts) 	• 400
• Review of One Selected Literacy Assessment	• 100

Grading rubrics: See CI 571 Blackboard for additional assignment guidelines and rubrics. That will complement the assignment descriptions listed below.

Course assignment descriptions:

1. Textbook Practice Assessments and 4 Quizzes (200 points). Quizzes (100 points):

You will complete quizzes on your textbook reading. The quizzes will be posted on Blackboard in early December for you to download. Prior to December, you can take reading notes on textbook chapters you

can use to complete quizzes. **Practice Assessments and Analysis (100 points):** You will practice administering and analyzing at least 10 assessments with your student of choice from the following list (the items with an asterisk* are required to be completed)- See Appendix for list of Assessment Checklist.

2. Running Record of Reading Comprehension Assessment (200 points): Select a complete passage of approximately 200-300 words as the text you will use with your chosen student. Write the title, author, and page numbers. Identify it as a fictional narrative, non-fiction narrative, or expository. Type it out with double spaced lines and at least five spaces between words. If possible, type it out with the same number of words per line as in the text. Write out three background knowledge questions, a retelling checklist (including story elements for narratives and main idea and details for expository), and eight comprehension questions (4 factual -explicit and 4 inferential- implicit) that are important to the understanding of the story. At least one question should address an important vocabulary word. Mark each question as (*Factual*) Right There or *Think and Search*) (*Inferential*) Author and You, then also mark (V) Vocabulary. Provide examples of correct answers.

3. Teacher Personal Narrative Writing Process (100 points): Write your own personal narrative essay. Include a pre-writing graphic organizer, at least one draft, evidence of revised content including research bibliography, and evidence of editing for mechanics using the Writing Rubric in the *Diagnostic Literacy Assessment* textbook. Narrative essay should also include a typed final published copy.

4. Diagnostic Literacy Case History (included in the report), Literacy Report, and Presentation to Family (400 points). (See report template)

Case History with Family Communication (60 points): The child you choose to assess, and probably tutor in the Spring if you take CI 572 Practicum, will be the subject of this report. Contact the child's family as needed to: 1. Ask them about their child's background; 2. Ask them what they do to help their child; 3. Review and clarify information from family and school forms. Complete a Family Communication log for every contact you make with your family of choice. Then write a one-page case history including developmental, educational, behavioral history, interests and attitudes from family form, teacher form, school documents, and family contact. Then based on this data identify the initial areas of assessment that may be needed. Insert the case history information in the literacy development report. A template for this portion of the report will be posted on the CI 571 Blackboard in December.

Analysis of 10 Assessments (140 points)

Analyze 10 assessments you administered to your student of choice. Complete an assessment checklist that will be posted on the CI 571 Blackboard with reasons for giving or not giving each assessment and scores for those given. You must give an educational reason for administering or not administering any of the 10 listed assessments you administer as a first step in your analysis. Then you must find the student's highest instructional level on every assessment as it is administered, meaning you must continue testing until you reach the frustration level, or the entire assessment has been administered. You must document as much information as possible at the time of the assessment and use a video/audio recording of your assessment administration as a backup, especially with text reading assessments. For proper analysis, all assessment forms must be completed with name, date, item score, total score, functioning level, and all relevant observational notes.

Analysis of all data you gather should be objective, specific in what the student did or did not do, start with positive statements, and write in past tense.

Assessment Literacy Report and Presentation to Family (200 points)

Using a format posted on the CI 571 Blackboard, write an initial literacy report including background information on the student; a description, the data and analysis of each assessment; a summary of the student's strengths and areas of need; and suggestions for the families. This report should be thorough and accurate in terms of content, scoring, format, grammar, and spelling. Prepare two final copies of the **initial report**, one to be given to the family, and one to be posted on the blackboard). **Note: The final draft of the report must be approved at least 48 hours before it is presented to the families to pass this course!** Present the progress report to the family in the form of a meeting, reviewing each assessment with strengths and needs and summarizing the data. If you recommend the child for tutoring next semester, ask the family if the child will be able to attend.

5. Literacy Assessment Example and Review (100 points): Analyze a literacy assessment, not taught in this class or program, and write a one-page summary for an assessment. Be sure to carefully examine the assessment manual and search the internet to find any articles pertaining to the assessment. Use the assessment evaluation form if applicable. Write the reference using the American Psychological Association (APA) style. Identify the purpose(s) for the assessment, a description of each of the subtests, strengths of the assessment, and concerns of the assessment. Share the assessment and present the review orally in class. Post a copy of the Assessment Example and the Review on Blackboard.

CI 571 Winter 2023 Schedule: December 18- January 7, 2024, Online Asynchronous

Tentative or optional Due Dates	Asynchronous Class Topics	Reading Due before Class	Assessment Practice & Assignments Due
12/18/23 1	<p>Access and Read Syllabus on blackboard.</p> <p>Read the following Assessment.</p> <p>Phonemic Awareness, Auditory Discrimination, Letter ID, reading words, Writing Words, Words Their Way, Text Concepts; Oral Reading and Fluency; Running Records</p>	<p>*Read McAndrews, S. L. (2020) Chapter 4: Word Analysis. Phonemic Awareness, Phonics and Word Identification.</p> <p>*Read handout for Words Their Way</p> <p>*Read McAndrews, S. L. (2020) Ch. 5: Reading Fluency.</p> <p>*Read Directions in Qualitative Reading Inventory manual (You may obtain Fountas and Pinnell Assessment- from your school or from SIUE Literacy Center)</p>	<p>Download and read literacy report template.</p> <p>Quiz 1 Phonics and words Analysis due on 12/18</p> <p>Start practice assessments w/ analysis in class, due 12/27</p> <p>Practice: Auditory discrimination (choose 1), Letter Identification, Graded Reading Words, Graded Writing Words, Words Their Way Spelling, sentence dictation</p>
12/20/23 2	<p>Qualitative Reading Inventory Fountas and Pinnell Benchmark Assessments Comprehension- Background Knowledge, Retelling, and comprehension questions. Intro. Developing your own comprehension assessment. Discuss analyzing comprehension data</p>	<p>Read McAndrews, S. L. (2020) Ch. 6: Comprehension; Read Fountas and Pinnell and QRI directions. Preview literacy process, interest surveys, synonym/antonym, Assessments in McAndrews, S. L. (2020) and morpheme assessments on Blackboard</p>	<p>Continue practice assessments. Practice F&P (1+ level) and QRI (1 level):</p> <p>QRI word list, Running Records, Analysis of Miscues, Oral Reading Strategies, Fluency, Comprehension.</p> <p>Quiz 2 Running Records and comprehension due 12/20</p>
12/22/23 3	<p>Writing Development and Composition</p>	<p>Read McAndrews, S. L. (2020) Ch. 7 Writing Composition and Visual Representation: Review Writing</p>	<p>Continue practice assessments.</p> <p>Quiz 3 Writing due 12/22</p> <p>Practice handwriting and Writing composition assessments</p>

	<p>Review and Analyze Practice Assessments.</p> <p>Critique Writing of your own.</p> <p>Search Assessment Example and Review (See sample on BB)</p> <p>Begin interest surveys and language assessments</p>	<p>Composition Assessment and Handwriting Assessment</p> <p>Read and familiarize yourself with the Literacy Development Report Template and begin imputing data (i.e., case history). Use academic language (See MC. P. 359)</p>	<p>Write personal narrative, include graphic organizer of ideas, graphic organizer of senses chart, draft 1, draft 2. Final copy due 12/27. Evaluate with 6 traits rubric (See McAndrews p. 316-317).</p> <p>Call families to continue assessment if needed (2 hours assessment time).</p> <p>Add child's background information (Case History) to literacy report template.</p>
12/25/23	Christmas Holiday	Christmas Holiday	Christmas Holiday
12/27/23 4	<p>Read directions for Language Development- (Language Observation Scale)</p> <p>Vocabulary- (Synonyms, antonyms, and morphemes).</p> <p>Practice: Writing Composition, Interest inventories, literacy process interview.</p> <p>Complete all practice assessments with analyses</p>	<p>Read McAndrews, S. L. (2020) Ch. 2 Building Relationships</p> <p>Read McAndrews, S. L. (2020) Ch. 3: Language Development.</p> <p>Read example report for analysis ideas</p>	<p>Quiz 4: Language</p> <p>Post all Practice Assessments with analyses using academic vocabulary.</p> <p>Personal Narrative (Draft 1 & 2) Due</p>
12/29/23 5	Select Specific Assessments for Student	<p>Review and practice directions for administering and scoring all assessments.</p> <p>Read McAndrews, S. L. (2020) Ch. 1 Intro. Literacy Assessment and Instruction</p>	<p>Post draft of Assessment Checklist with rationale for giving or not giving each assessment.</p> <p>Post self-developed Running Record & Comprehension Assessment.</p>
01/01/24 Assess 6	Client Assessment Day 1 Assess assigned student. Score and analyze results using academic language.	Continue imputing data on the Literacy Report	Continue adding data onto the Literacy Development Report.

	<p>Determine additional assessments needed.</p> <p>Reviews and Norm, Criterion, and growth referenced assessments.</p>	<p>Use academic language (See MC. P. 359)</p>	
<p>01/03/24 Assess 7</p>	<p>Client Assessment Day 2 Introduce Literacy Development Report Format. Academic language for assessment administration and analysis. Directions for Assessments with non-leading comments. Share own comprehension assessment. Score and analyze results. Determine additional assessments needed. *Have me check assessment results. Add assessment data to Draft. Discuss objectives and plan for instruction for students. Determine if additional assessments are needed.</p>	<p>Carefully complete the given assessments; score and analyze them. Provide analysis and report feedback to 2 others</p>	<p>Continue working on assessment analysis and draft of literacy report.</p> <p>Work and keep adding assessment findings to Literacy Development Report template</p>
<p>01/04/23 Assess 8</p>	<p>Client Assessment Day 3 if needed. Score and analyze results.</p> <p>Share Assessment Results Response to Intervention on Discussion board</p>	<p>Identify strengths and needs in every literacy area. Identify goals and strategies for instruction and complete the last page of report. Provide analysis and report feedback to 2 others. Carefully complete the given</p>	<p>By the end of class, post Draft of Literacy Development Report and all completed assessments, Analysis of Miscues on highest instructional level, Running Records and Comprehension Assessments.</p>

		assessments; score and analyze them.	
01/05/24 9	Prepare to share assessment results with parents.	Share assessment reviews on discussion board.	Post revised Literacy Development Report with goals and strategies. All assessments are due with analysis. Assessment reviews due.
01/08/24 Family Meeting 10	Family Meeting		Final Literacy Development Report Due with 1 copy for family.

This schedule is subject to change based on students' needs.