RDG 503.502
Reading Assessment
Summer II 2020

Stephen F. Austin State University
College of Education
Department of Education Studies

Instructor Information: Dr. Welsh

Office: Early Childhood Research Center
Office Phone: 936.468.2904 main office
Course Time & Location: Online/BRIGHTSPACE
Office Hours: online: M 8-9am; T, TH 8pm – 10pm
Credits: 3 graduate credit hours
Email: use email in BRIGHTSPACE or welshka@sfasu.edu

It is always best to call or email me prior to visiting campus to ensure I am available. If times or office hours are not conducive to your schedule, I will gladly accommodate your needs. All communication is responded to within a 24-hour period.

I. Course Description

A supervised experience in understanding the reciprocal nature of assessment and instruction, types of reading assessment, and assessment-related issues.

Course Justification

This three-credit hour online graduate course contains 5 weeks of instruction including a week for the final examination. The course uses the Texas Reading Specialist educator standards, all relevant Texas Essential Knowledge and Skills (TEKS), and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals as its curricular basis. Candidates recognize how the differing strengths and needs of individual students influence their literacy development, apply knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy. Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders. An extensive amount of scientifically-based readings are included within and outside the course in order to ensure candidate
effectiveness. Each week, candidates have opportunities to interact with the content through discussions, assignments, team projects, quizzes, checklists, videos, and/or readings. A relevant field-based experience provides an opportunity for candidates to demonstrate knowledge of effective assessment and evaluation practices to improve student learning with diverse types of students in PK-12 settings. A minimum of six hours of outside reading, research, application, and reflection is expected of candidates each week in order to gain the requisite knowledge, skills, and dispositions expected of beginning reading specialists.

**Perkins College of Education (PCOE) Diversity Statement**

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**II. Intended Learning Outcomes/Goals/Objectives**

RDG 503 will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education's Conceptual Framework, Vision, Mission, Goals, and Core Values.

**Program Learning Objectives (PLOs)**

Crosswalk Comparison

- [Texas Educators Approved Standards](#)
- [International Literacy Association (ILA) Standards](#)
- [Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs](#)

<table>
<thead>
<tr>
<th>Texas Reading Specialist</th>
<th>International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs CANDIDATE RESPONSIBILITIES</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs PROVIDER RESPONSIBILITIES</th>
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RDG 503
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RDG 503 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- **PLO 1:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12 (TX Standard I). Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, language, speaking, and listening and the integral role of the reading/literacy specialist in schools. (ILA Standard 1).

- **PLO 2:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (TX Standard II). Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders (ILA Standard 3).

- **PLO 3:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy (TX Standard III). Candidates use foundational knowledge to design literacy curricula that meet needs of learners, especially those with specific literacy needs; design and implement small-group and individual evidence-based literacy instruction for learners with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating instructional practices and curriculum (ILA Standard 2). Candidates demonstrate knowledge of research and relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of
diversity as central to students’ identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels (ILA Standard 4).

- **PLO 4:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (TX Standard IV). Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities (ILA Standard 6).

**Student Learning Outcomes (SLOs)**

RDG 503 assesses the following Texas Reading Specialist Standard’s Knowledge and Skills:

1.39k, 1.43s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.9k, 2.10k, 2.11k, 2.14k, 2.15k, 2.16k, 2.17k, 2.18k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.7s, 3.8s, 3.10s, 4.11s, 4.17s

RDG 503 assesses the following components for the Preparation of Literacy Professionals 2017 from the International Literacy Association (ILA): 1.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 6.2, 6.4

**III. Course Assignments, Activities, Instructional Strategies, use of Technology**

**BRIGHTSPACE Support** -

- For BRIGHTSPACE technical support, contact student support in the Office of Instructional Technology (OIT) or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to BRIGHTSPACE), contact the Technical Support Center (TSC) at 936-468-HELP (4357).
- To learn more about using BRIGHTSPACE, visit SFA ONLINE at, where you’ll find written instructions and video tutorials.

**Readings/Assessments/Assignments to Complete** - Readings are already in BRIGHTSPACE. Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.
ASSIGNMENTS TO BE SUBMITTED IN DROPBOX (with assessed SLO’s): (60 points)

- **Visual (8 points)** Candidates will read about the differences between standards, curriculum, and instruction, and create a digital visual that shows the differences and similarities between all three. (2.1k, 2.2k, 2.3k, 2.4k, 2.14k)
- **Role of Assessment (8 points)** Candidates will read and view several opinions and facts regarding formative and summative assessment then craft a two-page paper synthesizing their own beliefs in regard to assessment. (1.39k, 1.43s, 2.10k, 11k, 4.11s, 4.17s)
- **Assessment Research (8 points)** Candidates will research district level assessment support for below level and ELL readers and craft a three-page paper outlining their personal experience, how the district utilizes assessment data, and recommendations to improve the assessment cycle. (2.1s, 2.6s)
- **Reading Diagnosis (8 points)** Candidates will complete a running record in addition to using miscue analysis with an entire text and then compare the two methods of assessment. (2.2s, 2.3s, 2.4s, 2.5s, 2.7s, 2.15k, 2.16k, 2.17k, 2.18k, 3.1s)
- **Dyslexia Gateway Course (8 points)** Candidates will go to an external site hosted by the Texas Education Agency and complete an online professional development session over current dyslexia guidelines for the state of Texas. (2.7k, 2.8k, 2.9k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.8s, 3.9s, 3.10s)
- **Final Exam Case Study (12 points)** Candidates will read a case study and craft an intervention plan for reading.

FOR READING SPECIALIST STUDENTS ONLY – UPLOAD IN BRIGHTSPACE AND LIVETEXT/WATERMARK:

- Mental Health Training with Certificate (PASS/FAIL)
- Substance Abuse Training with Certificate (PASS/FAIL)
- Suicide Prevention Training with Certificate (PASS/FAIL)

QUizzes/Discussions: (40 points)

- Quiz – Syllabus & Timeline (2 points)
- Discussion – Article and Introductions (3 points)
- Discussion – Definitions (3 points)
- Quiz – Research Terminology (9 points) (2.5k, 2.6k)
- Quiz – Dyslexia Handbook (11 points)
- Quiz – Student Success Initiative (SSI) (12 points)

**IV. Evaluation and Assessment (Grading):**

Earned grades will be assigned at the end of the semester on the following basis:

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<td>C</td>
<td>70 – 79</td>
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Any earned grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission)

V. Course Calendar:

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<th>Week</th>
<th>Assignments</th>
<th>Name of Module</th>
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| Week 1 | Read Getting Started module  
Discussion: Article and Introductions  
Read Reading Specialist Resources module  
*Begin taking TExES Practice Quizzes*  
Read Writing Expectations module  
Read Syllabus and Timeline module  
Quiz: Syllabus and Timeline  
Read Assessment and Standards module  
Discussion: Definitions  
Dropbox Assignment: Visual | Getting Started  
Reading Specialist Resources  
*non-graded/practice only*  
Writing Expectations  
Syllabus and Timeline  
Assessment and Standards |
| Week 2 | Read Formative and Summative Assessment module  
Dropbox Assignment: The Role of Assessment  
Read Research Terms module  
Quiz: Research Terminology | Formative and Summative Assessment  
Research Terms |
| Week 3 | Read Assessment Research module  
Dropbox Assignment: Assessment Research  
Read Reading Diagnosis module  
Dropbox Assignment: Reading Diagnosis | Assessment Research  
Reading Diagnosis |
| Week 4 | Read Dyslexia and Related Disorders module  
Quiz: Dyslexia Handbook  
Login to Texas Gateway Dyslexia Course  
Dropbox Assignment: Dyslexia Gateway Course Certificate | Dyslexia and Related Disorders  
https://www.texascourses.org/ |
| Week 5 | Read Student Success Initiative (SSI) module  
Quiz: Student Success Initiative (SSI)  
Dropbox Assignment: Final Exam Case Study | Student Success Initiative (SSI)  
Final Exam |

VI. Required Textbooks:

No textbook is required for the course. All readings are provided within BRIGHTSPACE.

LiveText/Watermark:

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account,
and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

There are four LiveText/Watermark assignments that will be collected:

- Dyslexia Training Certificate – required of ALL students taking RDG 503
- Suicide Prevention Certificate – ONLY required for candidates in the RS program
- Substance Abuse Certificate – ONLY required for candidates in the RS program
- Mental Health Certificate – ONLY required for candidates in the RS program

**Research-Based Principles:**

The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings as you move through the program.

**JOURNALS/PERIODICALS**

- *Journal of Adolescent & Adult Literacy*, International Literacy Association
- *Literacy Today*, International Literacy Association
- *Reading Research Quarterly*, International Literacy Association
- *The Reading Teacher*, International Literacy Association

**OTHER RESOURCES**


VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII: Student Ethics and Other Policy Information:

Class Attendance and Excused Absence Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities 6.1, 6.6:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 / 936-468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades 5.5:
At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct Policy 10.4:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This
policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. For information regarding the iCare program call the office at 936-468-2703.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to §TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

**Texas Certification/Licensing:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found on TEA’s website.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. Additional information available. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936.468.1282 or edprep@sfasu.edu