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| **MALT 609: Multiple Subject Methods IV: Literacy and Assessment**  |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:**  |
| **Location:**  |  | **Time:**  |
|  |  |  |

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| --- | --- |
| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** |

**CATALOG COURSE DESCRIPTION**

K-8 curriculum development, assessment strategies and literacy instruction. Emphasis on the study and design of research-based assessment and instruction to support the needs of all learners. Fieldwork experience required. Equivalent to EDUG 409 and EDUC 509.

**Note: A total of 40 hours of early fieldwork experiences are to be completed within this program across the first two semesters. Five hours of fieldwork will be completed in each methods course and ten hours will be completed in each foundations course.**

**COURSE DESCRIPTION**

 The topics addressed in this course will include the following: 1) developing equity-centered curricula, 2) assessing diverse learners, 3) interpreting assessment data, 4) prescribing literacy instruction, 5) aligning student needs with appropriate materials and teaching strategies, and 6) evaluating various types of assessment instruments. Candidates will participate in various instructor-led and student-driven teaching demonstrations, such as reading and writing workshops, in order to experience the learning activities they will design for their future students. The methods through which K-8 students can engage in literate practices are explicitly studied, modeled, and implemented in class meetings.

**REQUIRED TEXTS & READINGS**

Fountas, I. C. & Pinnell, G. S. (2006). *Teaching for comprehending and fluency:*

*Thinking, talking, and writing about reading, K-8*. Portsmouth, NH: Heinemann.

Fountas, I & Pinnell G. (2017b). *Literacy continuum: a tool for assessment, planning,*

*and teaching*. Portsmouth, NH: Heinemann.

Walker, B.J. (2012). *Diagnostic teaching of reading: Techniques for instruction and*

*Assessment* (7th Edition). Boston, MA: Pearson

**TECHNOLOGY REQUIREMENTS**

Technology tools have been integrated in this course, such as Moodle.  **Moodle** is a web-based tool that you can access from any Internet connection with Internet Explorer at any time. Access is located at <http://moodle.redlands.edu>.  Internet access will be required for classes as well. The site will have links to the course syllabus, assignments, resources, and other communication tools. There is no charge for the use of Moodle. Microsoft Office or another productivity suite will be helpful for completing written assignments and presentations in this course. All software is available in the School of Education for use and all students have free access to Office 365 using this university login credentials. Additionally, **The Armacost Library** site at <http://www.redlands.edu/library> has links to many other online resources under Internet Education Resources.

**COURSE OBJECTIVES**

Through the activities contained in this course, students will be able to:

1. Design learning opportunities for K-8 students to become purposeful readers and writers, attentive listeners, and confident speakers in the context of disciplinary content instruction.
2. Develop curricula and assessments that provides opportunities for K-8 students to strengthen their oral communication and interpersonal skills.
3. Apply knowledge of research-based assessments to design and interpret classroom assessments by collecting multiple sources of information (e.g. running record, miscue analysis, formative/summative assessments).

**ASSIGNMENTS AND ASSESSMENTS**

|  |  |  |
| --- | --- | --- |
| Assignment #1: KWL Chart +   | Week 1  | 20 points |
| Assignment #2: Detailed unit lesson plan including resources that support the analysis of K-8 student reading proficiencies in the areas of Word analysis, Vocabulary and Fluency  | Week 2        | 20 points |
| Assignment  #3: Rubric Design | Week 4 | 20 points |
| Assignment #4: Analysis of Student Writing  | Week 6  | 20 points |
| Assignment #5: Case Study Assessment (running record, IRI, miscue analysis) | Week 7  | 20 points |

The final grade assigned for this course will be based on the percentage of total points earned and are assigned as follows:

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| --- | --- | --- | --- | --- | --- |
| Letter Grade | Points | Letter Grade | Points | Letter Grade | Points |
| A (4.0) |  | B- (2.7) |  | D- (0.7) |  |
| A- (3.7) |  | C (2.3) |  | F (0.0) |  |
| B+ (3.3) |  | C- (1.7) |  |  |  |
| B (3.0) |  | D (1.3) |  |   |   |

**GRADING SYSTEM/SCALE**

(See University Catalog)

4.0 or 3.7 Outstanding

* The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear with correct and consistent verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

3.3 or 3.0 Excellent

* The student’s work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear manuscript with occasional errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

2.7, 2.3, or 2.0 Acceptable

* The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.
* Department Expectation: Any assignment required to be written in APA format contains errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

**Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.**  1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.

**MINIMUM COURSE CREDIT REQUIREMENT FOR TEACHER CREDENTIAL CANDIDATES**

Students must receive at least a 2.0 to earn credit for the course. The MALT program requires a cumulative grade point average of 3.0 for degree completion and/or credential recommendation.

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. All people should clearly understand what constitutes plagiarism and avoid it. See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments. Any student who misses more than two sessions of a course may be required to retake the course.

**ACCOMMODATIONS FOR LEARNING**

If you feel you need accommodation to address the impact of a learning or physical disability, please speak with me privately to discuss your specific needs. To coordinate reasonable accommodations for documented disabilities, contact Academic Success and Disability Services at 909-748-8108 or visit them on the bottom floor of the Armacost library.

**COURSE TOPICS CALENDAR (***Subject to change with advanced notice***)**

| **Meeting** | **Topic** | **Assignments Due** |
| --- | --- | --- |
| Week 1  | Literacy and Assessment:   What do you want to know about your students? What forms of assessment answer your questions?  | **Assignment #1:** In class: Create a KWL chart of types of assessment (formal, informal, formative, summative). Commit to integrating one from each category in a lesson/unit plan that you create this semester.   |
| Week 2  | Teaching Diverse Learners:  How to address and assess  the needs of all students, including students with (dis)abilities and Emergent Bilinguals  | **Assignment #2:** **In class:** In groups, begin to design a unit plan (working draft) that includes formal, informal, formative and summative assessment, that also differentiates for the needs of students with (dis)abilities and Emergent Bilingual students. Prepare to share with the class  **Homework:** Develop an assignment within the unit plan draft that will address the needs for digital literacy among students. Prepare to share with class.  |
| Week 3  | Assessing for Learning    Introduction to CalTPA (Instructional Cycles 1 & 2)   | **In class:** Referring to your working draft of Assignment #2, where are you assessing for learning? How can you strengthen this area?   **Homework:** Write a reflection 1-2 double-spaced pages) on what you revised from week 2 to week 3 of your unit plan. What did you change? Why did you change it?   |
| Week 4  |  Comprehension  | **Assignment #3: In Class:** develop and explore rubrics which reflect student participation  and fluency in speaking and listening **In class:** referring to your working draft of Assignment #2, how are you assessing for comprehension? How can you strengthen this area?   **Homework:** Write a reflection (1-2 double-spaced pages) on what you revised from week 2 to week 3 of your unit plan. What did you change? Why did you change it? How will those changes make the unit plan more effective?   |
| Week 5  | Word analysis, vocabulary and fluency  | **In class:** participate in assessment of word analysis, fluency and vocabulary  using research based assessment tools and strategies. In class work will be in Preparation of a detailed analysis (**Assignment #4**) of reading assessment for a K-8 student to include a variety of assessment tools in the area of word analysis, vocabulary and fluency. (Fountas and Pinnell or  similar publisher based  tool.) **Homework:** Develop a list of teacher web-based resources for use in analysis of reading proficiency  |
| Week 6  |  Speaking and Listening  | **Assignment #4: In class:** Analyze student writing and explore various writing strategies to meet the needs of diverse learners and increase digital literacy in the area of writing**Homework:** Design a lesson in which students are focused on developing  speaking and listening strategies and skills, include within final unit plan and prepare to share draft with class  |
| Week 7  |  Writing  | **Assignment #5: In class:**  Case Study Assessment (running record, IRI, miscue analysis)**Homework:** Prepare Final Presentations: Unit plan with workshopped assessments (formal, informal, summative, formative).  **In class Reflexive Component:** What readings/ activities/ classroom discussions informed your final unit plan?   |