**MALT 609 Course Overview**

Multiple Subject Methods IV: Literacy and Assessment

MALT 609 course is the second in a sequence of two, which prepares multiple subject candidates to build their understanding on K-8 curriculum development, assessment strategies, and literacy instruction. Candidates will enhance their conceptual and practical experiences in developing equity-centered curricula, assessing diverse learners, interpreting assessment data, prescribing literacy instruction, aligning student needs with appropriate materials and teaching strategies, as well as evaluate various types of assessment instruments. Candidates will also participate in various instructor-led and student-driven teaching demonstrations, such as reading and writing workshops, to experience the learning activities that they will design for their future students. The methods through which K-8 students can engage in literacy practices are explicitly studied, modeled, and implemented in class meetings. Classroom management techniques will be embedded throughout the learning activities.

**Semester Two**

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| MALT 611: Foundations of Literacies (1st 7 weeks) | MALT 611: Foundations of Literacies (2nd 7 weeks) |
| MALT 607: Multiple Subject Methods III  (Multicultural Social Studies) | MALT 609: Multiple Subject Methods IV  (Literacy and Assessment) |

**The Objectives**: There are 3 objectives for this course which build on the study and design of research-based assessment and instruction to support the needs of all K-8 learners. These objectives center around designing learning opportunities for K-8 students, developing curricula and assessments with embedded classroom management tools, as well as applying knowledge of research-based assessments through a case study assessment project.

**The Assignments**: There are 5 key assignments that will fulfill the requirements or objectives of this course:

1. KWL Chart – teacher candidates will create a chart that describes what they **K**NOW, what they **W**ANT to know, and what they **L**EARN in terms of the various types of assessments utilized in the classroom. They will integrate these assessments (i.e. ideally one from each category such as formal, informal, formative, summative, etc.) into a series of lesson plans and/or a unit plan that they will design for this course. Here are some resources that may provide foundation for this assignment:

***Early Reading Assessment: A Guiding Tool for Instruction*** <http://www.readingrockets.org/article/early-reading-assessment-guiding-tool-instruction>

***Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom***  <https://iris.peabody.vanderbilt.edu/module/gpm/>

***Classroom Assessment (Part 2): Evaluating Reading Progress***

<https://iris.peabody.vanderbilt.edu/module/rpm/>

1. Unit Plan – teacher candidates will design a unit plan, including resources that support word analysis, vocabulary, fluency, and learning opportunities such as reading and writing workshops. Other elements also include digital literacy, reading, writing, speaking, and listening skills, as well as assessment tools. Classroom management techniques will also be embedded in this unit plan. Here are some resources that may supplement the unit plan:

***Classroom Management (Part 1) – Learning the Components of a Comprehensive Behavior Management Plan*** <https://iris.peabody.vanderbilt.edu/module/beh1/>

***Classroom Management (Part 2)*** ***– Developing Your Own Comprehensive***

[**https://iris.peabody.vanderbilt.edu/module/beh2/**](https://iris.peabody.vanderbilt.edu/module/beh2/)

1. Rubric Design – to best demonstrate the ability in meeting the needs of K-8 students, the teacher candidates will create a rubric which reflects student engagement and a variety of learning preferences/modalities that K-8 learners can showcase in their assigned task(s). Below is a resource on the general procedures and a sample of a rubric design.

***General Procedures for Developing a Rubric*** <https://iris.peabody.vanderbilt.edu/module/udl/cresource/q2/p07/udl_07_link_rubric/#content>

1. Analysis of Student Writing – teacher candidates are expected to analyze a variety of student writing samples through different approaches. Here are resources available:

***CCSS for English Language Arts & Literacy: Samples of Student Writing***

<https://app.luminpdf.com/viewer/ESRDoW7qcPoL9sZjh>

***Nine Stages of the Writing Continuum***

<https://app.luminpdf.com/viewer/PNtxMgKwnBd3p2qaa>

1. Case Study Assessment – teacher candidates will select a K-8 student to conduct reading assessments such as running record, informal reading inventory (IRI), & miscue analysis. This case study may also include interviews with the student and classroom teacher, if possible, to learn about the students’ age, grade level, reading & writing proficiency levels, linguistic background, academic background, interests, and aspirations. The teacher candidates’ insights into the K-8 student’s scores based on the running record, IRI, and miscue analysis should be included into the case study. Recommendations on how to improve the K-8 student’s reading ability/abilities should be incorporated as well.

**The Course Schedule:** Course readings are assigned prior to each session based on the topic(s) indicated in the course schedule. Instructors have the choice to select from the required as well as the recommended readings deemed appropriate for the content being discussed in class. For any questions, concerns, or suggestions, please feel free to contact Dr. Nirmla Flores at nirmla\_flores@redlands.edu or call at 909-748-6252.