Western Kentucky University  
College of Education and Behavioral Sciences  
Literacy 420: Teaching Reading in the Elementary Grades  
Spring 2015  
Tuesday and Thursday 9:10-11:15am

Locations:  
WKU: 1091 Gary A. Ransdell Hall

Instructor: Mrs. Rachel Leer  
Phone: 1-270-745-3745  
Email: rachel.leer@wku.edu  
Office: 1080  
Office hours: Monday: 10:30 am – 1:30 pm  
Tuesday 11:30 am – 12:30 pm  
Wednesday: 10:30am – 3:30 pm  
Thursday 11:30am – 12:30 pm  
*Appointments (in person, via phone, or via Skype) are available upon request*

Prerequisite: Literacy 320

Course description: A second course in reading designed to offer a detailed view of the principles, materials, and methods of instruction for primary (K-4) school children. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

Rationale: This course will provide elementary education majors with the skills necessary to teach reading and writing concepts in ways that are developmentally appropriate for elementary students. The content will expand current understanding of reading and writing concepts and include a variety of teaching strategies to meet the needs of all children.

Field Experience:

Dishman-McGinnis Elementary School 375 Glen Lily Road., Bowling Green, KY 42101, 270-746-2250

Required Texts:


Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.
Download from http://www.corestandards.org/the-standards
Or find them on Blackboard site for 420. You will need to bring these with you to each class meeting.

Additional links to texts shared by the instructor.

Kentucky Teacher Standards:
Standard 1: Pre-Service Teachers will demonstrate a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Standard 5: Pre-Service Teachers will assess learning and communicate results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 8: Pre-Service Teachers will collaborate with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Framework for Teaching Standards:
Domain 1: Planning and Preparation
- 1F: Pre-Service Teachers will design student assessment
  - Congruence with instructional outcomes
  - Criteria and standards
  - Design of formative assessments
  - Use for planning

Domain 3: Instruction
- 3A: Pre-Service teachers will communicate with students
  - Expectations for learning
  - Directions for Activities
  - Explanations of content
  - Use of oral and written language
- 3D: Pre-Service teachers will use assessment in instruction
  - Assessment criteria
  - Monitoring of student learning
  - Feedback to students
  - Student Self-assessment and monitoring of progress
- 3E: Students will demonstrate flexibility and responsiveness
  - Lesson adjustment
  - Response to students
Domain 4: Professional Responsibilities

- 4A: Reflecting on Teaching
  - Accuracy
  - Use in future teaching

- 4B: Maintaining accurate records
  - Student completion of assignments
  - Student progress in learning
  - Non-instructional records

- 4F: Showing professionalism
  - Integrity and ethical conduct
  - Service to students
  - Advocacy
  - Decision Making
  - Compliance with school and district regulations

Interstate Teacher Assessment and Support Continuum – InTASC Standards:

Standard 4: Content Knowledge – Pre-Service teachers will understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content – Pre-Service teachers will understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment – Pre-Service teachers understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 8: Instructional Strategies – Pre-Service teachers understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Pre-Service Teachers engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

Standard 10: Pre-Service teachers seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other
school professionals, and community members to ensure learner growth, and to advance the profession.

**Attendance Policy:** Class attendance and active participation is expected. If you miss a class you are responsible for all work missed. More than two absences may result in the lowering of the final grade. Students are required to complete all field experience hours and assignments for LTCY 420 in order to receive a final grade in the course.

**Course Requirements and Evaluation:**
1. Participation/ Professionalism (56 pts.)
2. Book List (40 pts.)
3. Running Records (30 pts.)
4. Analysis of Student Literacy Assessment Data and Implications for Instruction (100 points)
5. Experiences in Teaching Reading Lessons (140 pts.)
6. Double Entry Journal (100 pts.)
7. Quizzes (60 pts.)

**Total points possible: 526 points**

A = 489-526 (93%-100%)
B = 447 - 488 (85%-92%)
C = 405 - 446 (77%-84%)
D = 368 – 404 (70%-76%)
F = 367 or fewer (69% or below)
Assignments (Total of 526 points):

Assignment 1: Participation/ Professionalism (56 points)
This class is based upon social interaction. The knowledge and experiences each person brings to the class contributes to the body of knowledge we have to work with in class. It is difficult, if not impossible to make up missed experiences that occur in class and in your field placement. A professional attitude and demeanor are vital to success as a teacher.

At the beginning of each class meeting you will conduct a Book Talk with some of your peers- please BRING the book! These will occur at the beginning of class (9:01) so you must be here on time to get these points. In addition, knowledge and sharing of children’s books with peers is part of your participation grade in this class. Points can be earned per class period based on time on task, participation, and preparation/ assignments. If you are absent, you will not receive any of your daily points.

How to Give a Book Talk (Fountas & Pinnell, 2002):

1. Purpose:
   - Get readers excited about a book, author, series, or genre.
2. Prepare:
   - Make sure you’ve read the book.
   - Choose a book other readers will like.
   - Think about what is interesting about your book.
   - Think about the lead- how you will capture the readers’ interest.
   - Write page numbers and a few notes on a “stickie.”
3. Present:
   - Show the book.
   - Start with a good lead.
   - Tell the author, title, genre.
   - Explain why you chose to share the book.
   - Tell a little about the book, but don’t give away secrets.
   - Mention other books by the same author or other books in the series.
4. Remember:
   - Look at everyone.
   - Speak clearly.
   - Show your enthusiasm.
   - Keep it short.

When in the field, you will earn Book talk points by presenting your plans for instruction for that day to your fellow students.
Assignment 2: Book List (40 points)
To be an effective language arts teacher, you must be familiar with a plethora of children’s books. To do this, you are required to read 30 children’s books this semester and to keep track of them in a digital list.

Of the 30 books, you must include the following:
- 10 multicultural literature titles- examples of these can be found at any of the following sites (MCL)
  - www.uwm.edu/Dept/CLACS/outreach/americas.html
  - www.africaaccessreview.org/caba.cfm
  - www.ala.org/ala/emiert/corettascottkingbookaward/corettascott.htm
- 5 Newbery Award Winners (N)
  - http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberyhonors/newberymedal
- 5 Caldecott Award Winners (C)
  - http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecotthonors/caldecottmedal
- 4 Chapter books at the 4th – 6th grade reading level (Chapter)
  - 6th grade: http://www.pacinfo.com/~handley/orsig/sixthgrade.html
    http://www.educationworld.com/summer_reading/6th_grade.shtml
  - 5th grade: http://www.pacinfo.com/~handley/orsig/fifthgrade.html
    http://www.greatschools.org/cgi-bin/showarticle/678/
  - 4th grade: http://www.pacinfo.com/~handley/orsig/fourthgrade.html
    http://www.greatschools.org/cgi-bin/showarticle/677/
    http://kids.nypl.org/book-lists/fourth-grade

Directions for documenting books in your notebook:
- Book titles should be written in APA style format.
- An example of APA format:
- A brief (1 paragraph) description of the plot of the book and ways this book could be used in the classroom. Also, include age/grades this book is appropriate for and themes that make the book especially important for use in the classroom. If the book meets one of the categories listed above, put the code after the citation. (MCL), for example.
  For instance, in *Amazing Grace*, Grace wants to be Peter Pan in the school play. The character and her family talk about how Grace can be any character she wants to be even when her classmates tell her she can’t because of her skin color. This is a great book for entry-level discussions of race, to discuss cause and effect, and to learn to use context clues to determine word meanings. (MCL)
• Following the list, you must include a table that clearly shows which titles were in which of the categories (MCL, N, C, Chapter).
• *It is NOT appropriate to copy reviews/descriptions written by other sources (e.g. School Library Journal), even if you cite the source. The descriptions MUST be your own work. See plagiarism policy on page 10 of this syllabus.*

Assignment 3: Running Records (10 pts each / 30 points total)

A running record is a way to evaluate a student’s reading behaviors while “in action.” You will administer three running records on your target student throughout the semester. This assignment will include the completion of a Running Record packet (available to you in the Running Records folder in Blackboard) and a 1-page narrative piece, which will analyze the data provided in the Running Record packet and address possible next steps for instruction to the target student based on the data collected during the Running Record. Each Running Record will be worth 10 points.

Assignment 4: Experiences in Teaching Reading (20 points each / 140 points total)

Students will teach reading in the classroom using a variety of methods focusing on strategies that students need to be successful readers and writers. Students will teach 4 literacy lessons and administer 1 phonics assessment. Experiences in Teaching Reading include the following.

• Phonemic awareness, phonics, word study lesson
• Vocabulary
• Fluency
• Comprehension lesson *NOTE: Your comprehension LP will be considered one of your critical performances. You will need to upload the final draft of your Comprehension LP with reflection to the Electronic Portfolio. Failure to upload the Comprehension LP with reflection to the E-PASS system will result in an incomplete for the course.*
• Co-Teaching lesson (This lesson will be taught in our regular classroom. Students will work in pairs to revise 1 lesson plan to be conducted using a co-teaching model strategy. Then the mini-lesson will be taught whole-group, within our regular WKU classroom. Students will turn in a modified lesson plan.)

*Use the lesson-plan template is shared at the end of the syllabus for your lessons.* Each lesson should be connected to a piece of literature/text selection. The text may be used anywhere or throughout the lesson.

Instructional strategies will be discussed and modeled in class. The course texts, other course readings, and books on reserve for the course in the ERC describe additional
instructional strategies that you can use in your lessons. Other sources must be approved by the instructor. Be sure that you select appropriate instructional strategies/activities for your grade level and topic. If you are unsure or need clarification, ask.

- Phonics assessment
  You will evaluate one child’s phonics skills using information gleaned from your book and phonics assessments. You will turn in the assessments you administer along with an analysis of the student’s performance. See rubric at the end of your syllabus for scoring information.

- Fluency & Vocabulary assessment.
  You will evaluate your target student’s fluency skills and vocabulary knowledge using the assessments from your CORE book. You will turn in the assessments you administer along with a one-page narrative analysis of your student’s performance. See rubric at the end of your syllabus for scoring information.

**Assignment 5: Double Entry Journals (100 points/ 10 points each)**
You will complete double entry journals after some of the field experiences. An example of a double entry journal is here:

Include the following demographic information at the top of your DEJ:

**First Name of Student:**
**Grade level of student:**
**Text used during lesson in APA format:**
**Text Level (Lexile measure preferred):**
**Date:**

<table>
<thead>
<tr>
<th>Observation Statements</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I got to do guided reading groups today all by myself.</td>
<td>1. In my classroom, I need to make sure to have the student who struggles the most sitting next to me in guided reading groups so he/she gets more support.</td>
</tr>
<tr>
<td>2. Students seemed on-task and interested except for the student who struggles the most.</td>
<td>2. Also, I need to make sure the texts are appropriate and that I change students out of groups as needed based on assessment data.</td>
</tr>
<tr>
<td>3. The teacher used an interesting system of labeling books.</td>
<td>3. I think I’d like to use colored stickers like she does to indicate the different genres and write the numbers on the books that show the Lexile levels.</td>
</tr>
</tbody>
</table>

Each Double Entry journal should include a minimum of three observations and a discussion of each observation made unless otherwise specified in the DEJ prompt provided in your course calendar.
Assignment 6: Analysis of Student Literacy Assessment Data and Implications for Instruction (100 points)

Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for LTCY 420.

Your task is to analyze four assessment tools that have been administered on elementary student(s) in your field placement. This analysis must include assessment results related to a student’s:

a) reading comprehension  
b) fluency  
c) writing  
d) phonemic awareness/phonics knowledge.

Analysis must include a student’s strengths and weaknesses in each of these components. In addition, you must identify a “next step” plan of instruction based upon the assessment data for each of the reading areas listed above. Finally, a reflection should address how the assessments helped you to understand the student as a multidimensional learner and literacy instruction as a complex process.

Assignment 8: Quizzes (5 points each; 60 points total)

Quizzes will be given on each reading section in order to check you level of understanding of content. If you are not in class on the day the quiz is given, you will not receive the points- no exceptions.

Course Policies

Submission of Assignments

Keep an electronic copy of all assignments. If an assignment is lost, the burden of proof that you completed the assignment rests with you.

ASSIGNMENTS MUST BE SUBMITTED IN MICROSOFT WORD (.doc, .docx), RICH TEXT FORMAT (.rtf), PDF, HTML, OR POWERPOINT. Assignments must be submitted on Blackboard. “Works” and “Word Perfect” documents will not be accepted. Specific submission information and format for individual assignments is given with the assignment descriptions. Assignments submitted in an unacceptable format will earn no credit.

Proofread! Do not turn in a draft of your work. All work should be proofread for proper grammar, spelling, mechanics, and accuracy. Use of the proper conventions and mechanics of writing is part of each assignment’s grade. The WKU English operates a Writing Center
that offers free services to students wishing to improve their writing skills. For more information, visit their website: http://www.wku.edu/pcal/writing-center.

Grades will be posted on Blackboard and not given via e-mail.

Remember to contact me within 24 hours if you upload the wrong assignment to Blackboard. If you do not, you are fully responsible for the result of your incorrect uploading.

It is expected that ALL assignments be turned in on their due dates. Late assignments will be penalized as follows:

- Within two (2) consecutive days of the due date: 20%
- Within four (4) consecutive days of the due date: 40%
- Within seven (7) consecutive days of the due date: 60%
- After seven (7) consecutive days of the due date: No points given

EXCEPTIONS to Late Policy: Book talks can not be conducted late for partial credit. No late assignments will be accepted after April 26, 2013. Other exceptions to the late policy will only be made for extreme, extenuating circumstances such as a serious illness. Documentation will be required.

Plagiarism Policy

Academic integrity is of paramount importance to this university and the teaching profession. Plagiarism is defined in the Catalog of WKU as follows:

To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

In other words, do not copy from others and claim credit. Do not simply “cut and paste” from on-line sources. Cite your sources. If you make a direct quote, use quotation marks.

Plagiarism is a serious issue and will not be taken lightly. The act of plagiarism is unprofessional and will result in the loss of your 30 professionalism points and all points for the assignment in which plagiarism occurred. Please read about avoiding plagiarism.

Incompletes

According to the online Catalog of WKU:

A grade of “X” (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. A grade of “X” received by an undergraduate student will automatically become an “F” unless removed
within twelve (12) weeks of the next full term (summer term excluded.) An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A grade of “X” received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an “F” unless removed within twelve (12) weeks of the next full term (summer term excluded). A student should work with the instructor who assigned the incomplete on an independent basis in order to complete the necessary assignments. The grade of “X” will continue to appear as the initial grade on the student’s transcript, along with the revised grade. A grade of incomplete is not used under any circumstances as a substitute for “F” or “W.”

Remember: You must upload your Critical Performances to your Electronic Portfolio before a final grade can be given.

Assignments and Grading
- Each assignment should be submitted by the due date. You may not resubmit your work to receive a better grade. If you have questions or would like feedback prior to submitting an assignment, please contact me.
- If you have questions about an assignment, please contact me. Do not wait until the last minute to ask questions.
- Grades will be posted on Blackboard. Policy prohibits me from e-mailing grades.

Disability Accommodations Statement

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

The Learning Center

www.wku.edu/tlc
(270) 745-6254

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment.
## Appendix A

### Participation and Professionalism Rubric

<table>
<thead>
<tr>
<th>Time on task and Participation</th>
<th>Arrived on time; stayed the whole class; did not check device for texts, calls, etc. Paid attention; participated with enthusiasm in group work and responded to teacher prompts/questions; Came to class prepared; turned in assignments on time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Talk</td>
<td>Presented a summary of an appropriate book; engaged others</td>
<td>2 points possible</td>
</tr>
</tbody>
</table>

### Double Entry Journal

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion and Meaning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the degree to which the student describes the setting and makes insightful observations and plans for future classroom use</td>
<td>Student shows a thoughtful connection between observations and future classroom. Many details of the classroom workings are included in the entry (at least three points made)</td>
<td>Student shows a general observation of the classroom and includes some implications.</td>
<td>Student shows a lack of observation and a lack of insight into classroom implications.</td>
<td>Student did not make any observations or insights into future classroom.</td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling and punctuation are correct.</td>
<td></td>
<td>A few errors in spelling and/or punctuation.</td>
<td>Many errors in spelling and/or punctuation.</td>
<td>A mess.</td>
</tr>
</tbody>
</table>
# Lesson Plan Format

*Use this for reading and writing lessons*

All lessons and reflections must incorporate and show evidence of the gradual release of responsibility model. Explicitly designate where in the lesson direct instruction/modeling (demonstration) and scaffolding occur.

<table>
<thead>
<tr>
<th>Lesson Title and Concept/Topic to teach</th>
<th>Date of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>Adaptations for students with IEPs and for gifted students</td>
</tr>
</tbody>
</table>

**Standards**

*Use Kentucky Core Academic Standards (KCAS)*

**Goals/Objectives**

*Students will..... (make sure these are measurable)*

**Materials and Equipment** *(include titles of books and authors)*

**Anticipatory Set/Introduction** *to gain students’ interest and attention- set the stage by tapping into their prior knowledge*

**Instructional Procedures**

- Demonstration/modeling/explanation *What modeling and direct instruction will you provide?*
- Guided Practice *How will you provide scaffolding?*
- Independent Practice *How will students practice on their own if time permits?*
Assessment of student learning (based on objectives)

Closure: remind students what they learned and how they can/will use it in their daily lives, in other content areas.

Reflection:
What worked/didn’t work, what would you change and why, what did you learn about teaching, yourself as a teacher, and the students, any surprises and “a-ha's”

References

Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Unacceptable</th>
<th>Below standard</th>
<th>Meets standard</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill/lesson focus selection 5 points possible</td>
<td>Inappropriate skill/lesson selection based on grade level and interests and needs of students; does not include standards or includes incorrect standard(s)</td>
<td>Questionable selection of skill/lesson based on grade level and interests and needs of students; questionable selection of standard(s)</td>
<td>Adequate selection of skill/lesson based on grade level and interests and needs of students; adequate selection of standard(s)</td>
<td>Appropriate selection of skill/lesson based on grade level and interests and needs of students; appropriate selection of standard(s)</td>
</tr>
<tr>
<td>Procedure</td>
<td>Reflection</td>
<td>Mechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5 points possible</strong></td>
<td><strong>5 points possible</strong></td>
<td><strong>5 points possible</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing several required components of lesson plan; components not logically connected; does not include direct instruction/modeling, guided practice, independent practice, and/or best practice.</td>
<td>Minimal reflection; numerous errors in conventions and mechanics of writing</td>
<td>Many spelling and grammatical errors that limit comprehension.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing one or two required components of the lesson plan; components may not be logically connected; lack of specificity in directions; questionable direct instruction, guided practice, independent practice, and/or best practice.</td>
<td>Some reflection from your perspective concerning what worked/didn’t work, what you might do differently, what you learned about yourself as a teacher, what you learned about your students, and any surprises or “a-ha's”; some errors in conventions and mechanics of writing</td>
<td>Several spelling and/or grammatical errors that somewhat effect comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes all required components of lesson plan; logical connections; some specificity in directions; includes direct instruction/modeling, guided practice, independent practice, and/or best practice.</td>
<td>Clear reflection from your perspective concerning what worked/didn’t work, what you might do differently and why, what you learned about yourself as a teacher, what you learned about your students, and any surprises or “a-ha's”; several errors in conventions and mechanics of writing that do not interfere with reader’s understanding.</td>
<td>Some spelling and/or grammatical errors that do not effect comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes all required components of lesson plan; components logically connected; specific directions for replication; includes appropriate direct instruction/modeling, guided practice, independent practice, and best practice.</td>
<td>Clear, detailed reflection from your perspective concerning what worked/ didn’t work, what you might do differently and why, what you learned about yourself as a teacher, what you learned about your students, and any surprises or “a-ha's”; few, if any, errors in conventions and mechanics of writing that do not interfere with reader’s understanding.</td>
<td>No spelling and/or grammatical errors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Book Lists Rubric

<table>
<thead>
<tr>
<th>Overall Requirements (20 points total for row)</th>
<th>20 points each</th>
<th>15 points</th>
<th>10 points</th>
<th>5 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generously exceeds requirements</td>
<td>Meets or exceeds minimum requirements</td>
<td>Meets all requirements</td>
<td>Falls short of meeting requirements</td>
<td>Far from meeting requirements (missing an excessive number of required entries)</td>
<td></td>
</tr>
<tr>
<td>Several superior entries</td>
<td>Several very good entries</td>
<td>Generally “satisfactory” work</td>
<td>(missing several required entries)</td>
<td>Mostly “perfunctory” work. Chart not completed.</td>
<td></td>
</tr>
<tr>
<td>Consistently “quality” Work; chart at end of report completed</td>
<td>Consistently “satisfactory” work. Chart at end of report not completed.</td>
<td>Some less successful entries. Chart not completed.</td>
<td>Many “perfunctory” entries. Chart not completed.</td>
<td>Has not read at least 25 books; has met requirements for zero categories (MCL, N, C, Chapter)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantity (20 points total for row)</th>
<th>2 points possible</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has read at least 30 books. All books are documented. At least 10 Multicultural literature, 5 Newbery, 5 Caldecott, and 4 4th-6th grade level</td>
<td>Oral miscues were coded on a plain piece of paper or a Running Records sheet.</td>
<td>Oral miscues sheet not turned in.</td>
</tr>
<tr>
<td>Has read at least 25 books that are all documented. Has met three of the categories (MCL, N, C, Chapter)</td>
<td>Miscues were mostly analyzed correctly (MSV)</td>
<td>Miscues were analyzed incorrectly.</td>
</tr>
<tr>
<td>Has read at least 25 books, but they are not all properly documented. Has met requirements for two categories.</td>
<td>Self-correction rate, Accuracy rate, Error rate were all analyzed correctly</td>
<td>Some of the rates were incorrect.</td>
</tr>
<tr>
<td>Has not read at least 25 books. Many of the books are not properly documented. Has met requirements for one category.</td>
<td>Next steps statement is correct and based on the running record.</td>
<td>Next steps were not based on the running record, were not correct, or were not included.</td>
</tr>
<tr>
<td>Has not read at least 25 books; has met requirements for zero categories (MCL, N, C, Chapter)</td>
<td>Comprehension assessed with retelling and student answers documented.</td>
<td>Comprehension not assessed OR student responses not documented.</td>
</tr>
</tbody>
</table>

### Running Records Rubric

<table>
<thead>
<tr>
<th>2 points possible</th>
<th>10 points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral miscues were coded on a plain piece of paper or a Running Records sheet.</td>
<td>Oral miscues sheet not turned in.</td>
</tr>
<tr>
<td>Miscues were mostly analyzed correctly (MSV)</td>
<td>Miscues were analyzed incorrectly.</td>
</tr>
<tr>
<td>Self-correction rate, Accuracy rate, Error rate were all analyzed correctly</td>
<td>Some of the rates were incorrect.</td>
</tr>
<tr>
<td>Next steps statement is correct and based on the running record.</td>
<td>Next steps were not based on the running record, were not correct, or were not included.</td>
</tr>
<tr>
<td>Comprehension assessed with retelling and student answers documented.</td>
<td>Comprehension not assessed OR student responses not documented.</td>
</tr>
</tbody>
</table>
## Phonics Assessment Rubric

<table>
<thead>
<tr>
<th>Administration</th>
<th>Assessment appears to be completed thoroughly and accurately</th>
<th>Assessment is completed thoroughly with some errors in accuracy</th>
<th>Assessment is not completed thoroughly and/or accurately</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points possible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions for instruction</th>
<th>At least 2 instructional strategies are suggested that are appropriate based on the assessment; a thorough plan for next steps is described</th>
<th>At least 2 instructional strategies are given that are appropriate based on the assessment; a thorough plan for next steps is not described</th>
<th>Fewer than 2 instructional strategies are suggested and/or they are not appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points possible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Excellent Spelling and grammar</th>
<th>Problems with spelling and/or grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points possible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Citations</th>
<th>Credit is given to the source of the information used in this assessment and suggestions for instruction</th>
<th>No citations are given.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points possible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Fluency & Vocabulary Assessment Rubric

<table>
<thead>
<tr>
<th>Administration</th>
<th>Assessments appear to be completed thoroughly and accurately</th>
<th>Assessment is completed thoroughly with some errors in accuracy</th>
<th>Assessment is not completed thoroughly and/or accurately</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points possible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions for instruction</th>
<th>At least 2 instructional strategies (one for fluency; one for vocabulary) are suggested that are appropriate based on the assessments; a thorough plan for next steps is described</th>
<th>At least 2 instructional strategies are given that are appropriate based on the assessment; a thorough plan for next steps is not described</th>
<th>Fewer than 2 instructional strategies are suggested and/or they are not appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points possible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Excellent Spelling and grammar</th>
<th>Problems with spelling and/or grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points possible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Citations</th>
<th>Credit is given to the source of the information used in this assessment and suggestions for instruction</th>
<th>No citations are given.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points possible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis of Student Literacy Assessment Data and Implications for Instruction
Critical Performance

Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for LTCY 420.

Task:
Your task is to analyze four assessment tools that have been administered on elementary student(s) in your field placement. This analysis must include assessment results related to a student’s:

a) reading comprehension
b) fluency
c) writing
d) phonemic awareness/phonics knowledge.

Analysis must include a student's strengths and weaknesses in each of these components. In addition, you must identify a “next step” plan of instruction based upon the assessment data for each of the reading areas listed above. Finally, a reflection should address how the assessments helped you to understand the student as a multidimensional learner and literacy instruction as a complex process.

Scoring Rubric

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths and</td>
<td>Strengths and weaknesses in reading</td>
<td>Either strengths or weaknesses in reading</td>
<td>Rudimentary listing of strengths and</td>
<td>Thorough analysis of strengths and weaknesses</td>
</tr>
<tr>
<td>weaknesses in</td>
<td>comprehension not shared.</td>
<td>comprehension shared but not both.</td>
<td>weaknesses in reading comprehension.</td>
<td>in reading comprehension (with reference to</td>
</tr>
<tr>
<td>reading comprehension</td>
<td></td>
<td></td>
<td></td>
<td>3 running records and retellings over time).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengths and</td>
<td>Either strengths or weaknesses in fluency</td>
<td>Either strengths or weaknesses in fluency</td>
<td>Rudimentary listing of strengths and</td>
<td>Thorough analysis of strengths and weaknesses</td>
</tr>
<tr>
<td>weaknesses in</td>
<td>not shared.</td>
<td>shared but not both.</td>
<td>weaknesses in fluency.</td>
<td>in fluency with reference to specific</td>
</tr>
<tr>
<td>fluency not shared.</td>
<td></td>
<td></td>
<td></td>
<td>assessment(s).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengths and</td>
<td>Either strengths or weaknesses in writing</td>
<td>Either strengths or weaknesses in writing</td>
<td>Rudimentary listing of strengths and</td>
<td>Thorough analysis of strengths and weaknesses</td>
</tr>
<tr>
<td>weaknesses in</td>
<td>not shared.</td>
<td>not both.</td>
<td>weaknesses in writing.</td>
<td>in writing (with</td>
</tr>
<tr>
<td>writing not shared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengths and weaknesses in neither phonemic awareness nor phonics shared.</td>
<td>Either strengths or weaknesses in phonemic awareness/phonics shared but not both.</td>
<td>Rudimentary listing of strengths and weaknesses in phonemic awareness and/or phonics.</td>
<td>Thorough analysis of strengths and weaknesses in phonemic awareness and/or phonics with reference to specific assessment(s).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>No plans included for &quot;next steps&quot; in literacy instruction.</td>
<td>Plans for &quot;next steps&quot; in literacy instruction not aligned with assessment results.</td>
<td>Use of individual assessments to plan purposeful, intentional “next steps” in literacy instruction.</td>
<td>Use of multiple assessments to plan purposeful, intentional “next steps” in literacy instruction where appropriate.</td>
<td></td>
</tr>
<tr>
<td>No reflection included.</td>
<td>Brief reflection which does not address points in level 3 or 4.</td>
<td>Reflection addresses ways assessments helped the LTCY 420 student to see the elementary student as a multidimensional learner and the complexity of teaching reading.</td>
<td>Reflection addresses ways assessments helped the LTCY 420 student to see the elementary student as a multidimensional learner and the complexity of teaching reading, with examples.</td>
<td></td>
</tr>
</tbody>
</table>