

Hagerstown Community College Course Syllabus

COURSE: EDU 210: Assessment in Reading Instruction, Tutorial, 3 credits

INSTRUCTOR: Mary Beth Chaney **SEMESTER/YEAR:** 16 Fall

COURSE DESCRIPTION

This course examines methods of assessing students' understanding of language arts. Methods of assessment include use of standardized tests but focus on alternative forms of assessment such as individual interviews, writing tasks, performance tasks, portfolios, as well as traditional measures of reading ability such as the Informal Reading Inventory and CLOZE. Assessment and interpretation are viewed as an ongoing part of instruction.

TEXTBOOK

Reutzel, D. Ray and Robert B. Cooter, Jr. (2016). *Strategies for Reading Assessment and Instruction in an Era of Common Core Standards: Helping Every Child Succeed* 5th Edition. Loose-Leaf ISBN-13: 9780133783643/eText ISBN-13: 9780133741704.

COURSE CONTENT OUTCOMES

At the conclusion of the course, students will be able to:

- Identify a variety of strategies for assessing reading and writing performance at the early emergent, emergent, beginning, almost fluent and fluent stages of development;
- Select, administer and interpret appropriate assessment tools for specific literary purposes;
- Interpret informal and standardized assessment results and make effective instructional decisions related to literacy;
- Master appropriate assessment terminology and communicate the results in concrete and clear language;
- Utilize internet resources to locate assessment reviews, programs and approaches;
- Develop a student profile;
- Select, develop, and present an assessment related project.

STUDENT LEARNING OBJECTIVES

At the conclusion of the course, students will be able to:

- examine the strategic use of digital media and visual displays of data that express assessment information and enhance the understanding of presentations;
- analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts (e.g., a section, chapter, scene, or stanza) relate to one another and to the whole;
- explore the multitude of reading assessments, formal and informal, and determine the appropriate uses, reliability, and which assessment would be used for the desired information;
- interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Total Hours of Coursework

To earn *one* academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute “academic” hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

This is a *three* credit course; therefore, you can expect to put in 112.5 clock hours per semester. This means the minimum that you should expect to put into your course per week is 9 hours. Plan at the beginning of the semester. Have 9 hours set aside for this classwork. If you have more than one class, than you will want to designate the hours for each class.

DEFINITION OF CREDIT HOUR:

Components of the Course	Hours in Class	Hours Outside of Class	Total
Lecture/Classwork	37.5		37.5
Reading/Homework		45	82.5
Preparing for Exams		12	94.5
Student Success Center		5	99.5
Chapter Reflections		13	112.5

Services for Students with Disabilities: Students may receive reasonable accommodations if they have a diagnosed disability and present appropriate documentation. Students seeking accommodations are required to contact the Disability Support Services (DSS) office as early as possible. Students may contact a DSS staff member for an appointment at dss@hagerstowncc.edu or at 240-500-2530.