EDTR 245
Assessment of Literacy
3 Credits

Community College of Baltimore County
Common Course Outline

Description

EDTR 245 – Assessment of Literacy: This course is designed to assist teacher candidates and in-service teachers in becoming proficient consumers and users of classroom-based assessment and assessment data. Participants will explore the purposes of assessment and the types of assessment tools, learn how to administer and use valid and reliable, formal and informal assessments of literacy and related skills, examine how to effectively interpret the results of assessments, and learn how to communicate assessment results in a variety of contexts.

Pre-requisites: ACLT 052 or ACLT 053 or (ESOL 052 and ESOL 054)

Overall Course Objectives

Upon completion of this course, students will be able to:

1. identify the foci, purposes, and features of literacy assessments and applications;
2. analyze the role both formal and informal assessments play in classroom instruction;
3. interpret standards and benchmarks and the meanings of basic, proficient, and advanced reading performance for individuals and groups;
4. use criteria for the selection of assessments: internal and test-retest reliability, concurrent and construct validity, norm references, benchmark references, and criterion referenced;
5. interpret the meaning of basic statistics such as normal curve equivalents, percentile ranks, stanines, quartiles, and grade equivalents;
6. examine a range of assessment tools and techniques;
7. design appropriate literacy assessments and use data from those assessments to make valid educational decisions, differentiate instruction, collaborate with instructional specialists, and evaluate the effectiveness of literacy instruction;
8. analyze the importance and limitations of standardized test administration given by school districts;
9. examine legal and ethical issues in the fair and meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, and bias;
10. use internet resources to locate independent, authoritative reviews of assessments, programs, and approaches;
11. use effective techniques for communicating assessment information to a variety of stakeholders;
12. use data to inform team decisions about progress monitoring, instructional goals, methods, and settings;

13. define instructional reading strategies to address areas of literacy weaknesses;
14. design data-based literacy instruction; and
15. identify classroom behaviors that indicate possible reading, writing, or language problems.

Major Topics

    I.   Defining assessments
   II.   Current trends and issues in reading assessment
  III.   Literacy benchmarks
  IV.   Informal literacy assessments
   V.   Formal literacy assessments
  VI.   Diversity of classroom readers
 VII.   Process of assessment
VIII.   Interpreting assessment results
  IX.   Reporting and communicating assessment results

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Four case studies
- One journal article review
- One assessment review
- One classroom literacy plan

    Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course satisfies the requirements for an assessment course for individuals seeking certification or recertification in elementary education.

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