

## RED4541 Foundations of Assessment

**Course Description:** The student will select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. The student will engage in a systematic problem-solving process to remediate reading difficulties in emergent, beginning, and fluent readers and will plan effective instructional interventions. This is the third of five courses that lead to the Florida Department of Education Reading Endorsement. This course corresponds to Competency 3. Prerequisite: RED4342. ( 3 hr. lecture )

Course Competency	Learning Outcomes
<p><b>Competency 1:</b> The student will Understand how to select and administer appropriate assessments, analyze data to inform reading instruction, and engage in a systematic problem solving process by:</p>	<p>1. Communication 2. Numbers / Data</p>
<ol style="list-style-type: none"> <li>1. Defining and applying measurement concepts and characteristics of reading assessments.</li> <li>2. Determining the purpose of various informal assessments (e.g., informal reading inventories, analyzing writing samples), with a clear emphasis on matching reader to text.</li> <li>3. Distinguishing forms of formal assessments, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.</li> <li>4. Explaining the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.</li> <li>5. Demonstrating knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).</li> <li>6. Analyzing data to identify trends that indicate adequate progress in student reading development.</li> <li>7. Evaluating data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).</li> <li>8. Developing appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.</li> <li>9. Discussing interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</li> </ol>	

<ol style="list-style-type: none"> <li>10. Administering appropriate assessments and accommodations for monitoring the reading progress of all students.</li> <li>11. Identifying and implementing appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.</li> </ol>	
<p><b>Competency 2:</b> The student will Identify, develop, and use a variety of standards and performance-based, formative, and summative assessment tools and techniques to inform instruction and assess student learning, and understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels by:</p>	<p>2. Numbers / Data 4. Information Literacy</p>
<ol style="list-style-type: none"> <li>1. Analyzing performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.</li> <li>2. Considering tools and techniques to assess content-area learning for ELLs at varying levels of English language and literacy development.</li> <li>3. Preparing ELLs to use self-and peer-assessment techniques, when appropriate.</li> <li>4. Assisting ELLs in developing necessary test-taking skills.</li> <li>5. Assessing ELLs' language and literacy development in classroom settings using a variety of authentic assessments.</li> <li>6. Administering criterion-referenced assessments appropriately with ELLs from diverse background and at varying English proficiency levels.</li> </ol>	

