## Program Requirements and Prerequisites:
This is a required course in the Childhood Education and Early Childhood Education programs, as well as the Literacy Specialist B-6, 5-12, B-12 programs. Prerequisite: ERDG 600 or 601.

### Course Description:
This class is intended to enable teachers to effectively analyze and draw conclusions from classroom-, school- and system-level literacy assessment data and to develop a critical understanding of the use and implications of data in literacy research. Areas of emphasis include assessment functions (screening, monitoring, etc.), basic concepts of measurement, statistical inference, and research designs. The course uses data sets as the basis for discussions about evaluation systems, instructional improvement (Common Core, APPR), data-driven decision making, proactive participation in literacy initiatives, and principles for linking research and practice in literacy instruction.

### Attributes:
- Literacy as Social Practice
- Generate Productive Learning Communities**
- Engagement
- Reciprocal Relationships Across Modes of Communication*
- Strategic Teaching to Promote Self-Extending Learning
- Assessment of Literacies and Their Development**
- Research Based Professional Learning**
- Respectful Representation of Student, Families, and Communities*

### Attributes (continued)
- Critical Literacies and Equity
- Disciplinary Literacy/Knowledge Building
- Data Based Decision Making**
- Technologies and Digital Media
- Materials, Resources and Media*
- Prevention and Intervention*
- Standards*

### Core Content

#### Gaining Assessment Literacy
Understanding principles for interpreting assessment results:

- Constructs, norms, bias, item and text qualities, reliability, validity

- Scores: Raw, Percentile, Stanine, Grade equivalent, Standard/scale score, NCE, Ranks, Ratings (inc. rubrics), profiles

#### Possible Assignments

- Analyze a set of school level NY ELA State Assessment results compare school, district, and state proficiency levels. Students should understand the strengths and limitations of examining this data source.

- Analyze a set of classroom level summative data to identify a learner-centered problem and teacher problem of practice that will be linked to subsequent instructional decisions and assessments.

#### Possible Readings


Types of assessment:
Kinds of data/kinds of decisions: Formative and summative assessments, Standardized vs. Norm-referenced vs. criterion-referenced, Screening, Diagnostic, Benchmark, Monitoring, Group vs individual, Comprehensive assessment systems, RTI.

Evaluating different forms of research
Descriptions and standards of quality for a variety of research methodologies.

Conclusions drawn from research depend upon research design and questions.

Representing and misrepresenting data—the average vs. the case, statistical significance/practical significance, alternative explanations.

Developing ability to evaluate research and apply to one’s practice

Data-based Decision-making
Analyzing student, classroom, school, and district level data to inform instruction

Selective use of data (multiple sources) to improve literacy teaching and learning

Productive Learning Communities
Work in teacher learning communities, professional learning communities to examine a variety of student data, identify learner-centered problem.
Examining teacher practice through observation and/or reflection, particularly as it relates to learner-centered problem in order to reframe learner-centered problem as a problem of practice.

Develop action plan to address problem of practice. Action plan includes assessment of student literacy learning and teacher practice.

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