**READ 4331**

**Assessment Field Implementation**

**Course Description**

This course is designed to give students field-based experiences in the use of assessment to analyze students’ strengths and needs, evaluate teacher effectiveness, and guide instructional planning for individuals and groups. The focus of this course will include the application of technology-based and traditional assessment models to enhance students’ literacy achievement, including ELLs and students with special needs.

**Prerequisites**

EAD 3321. Admission to the Teacher Education Program

**Intended Student Outcomes:**

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

Knowledge Outcomes

1) make the connection between the state standards, instruction, assessment, and data and uses to identify students’ strengths and needs;
2) understand how developmental characteristics, prior knowledge, experience, and students’ attitudes influence learning; and,
3) comprehend the developmentally appropriate design and implementation of hands-on learning and selects effective appropriate instructional practices, activities, technologies, and materials to promote students’ achievement.

Skill Outcomes

1) select and administer formative and summative assessments and use results to plan instruction;
2) select and administer formative and summative assessment and use results to measure literacy acquisition (phonics, fluency, comprehension, writing / spelling, and vocabulary);
3) use formal and informal procedures for monitoring students’ literacy abilities and adjust instruction to meet the needs of individual students including ELLs and students with special needs; and,
4) select and adapt instructional curricula, content, instructional materials, collaborations, vocabulary, and activities to meet the levels of interest, knowledge, and understanding as well as the abilities, experiences, and needs of all students including ELLs and SPED.

Values Outcomes

1) respect and emulate the professional standards of the field;
2) recognize the need for learner-centered practices that meet the needs of the diverse learners in the classroom;
3) appreciate the need for learner-centered practices;
4) recognize the value of reflective practice to facilitate personal and professional growth as an educator; and,
5) value the importance of building relationships which is the cornerstone to providing effective instruction to all students.