



## Graduate Studies and Research in Education

### ED 5850: Assessing Diverse Literacies

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### Course Objectives

The goal of this course is to equip students with perspectives, questions, and research that will enable them to better advocate for themselves and their students as they develop their own assessment programs and as they respond to assessment programs that are imposed upon them. To this end, students will:

1. Develop an applied understanding of *validity*, *reliability*, and *fairness*
2. Explore the concept of ethics as it is applied to literacy assessment.
3. Develop the capacity to critically review a large-scale literacy assessment program.

### Essential Questions

To achieve these objectives we will explore the following essential questions:

1. What does it mean to be literate? What knowledge, skills and dispositions do literate beings possess?
2. What are the challenges involved in assessing literacy well?
3. How can teachers advocate for ethical literacy assessment practices?

### Course Schedule

Date	Module Title	Due Dates
Sept 4-14	Critically Reading Literacy Assessment: An introduction	
Sept 16-28	Validity: Measuring the Literacy Construct	
Sept 30-Oct 11	Fairness: Serving Diverse Populations	<b>Assignment 2 (Oct 11)</b>
Oct 15-26	Reliability: Consistency and Variability in Transactional Processes	
Oct 28-Nov 8	Integrated Design and Appraisal: Avoiding Tradeoffs	
Reading Week: Nov 9-15		
Nov 18-Dec 4	Exploring Ethical Considerations	<b>Assignment 3 (Dec 9)</b>

## Required Readings

Readings for each module will be posted in Moodle.

## Course Assignments and Evaluation

### **Assignment 1: Ticket to Class (30%)**

For each module you will be expected to complete a set of readings. Prior to accessing the activities associated with those readings you will be required to complete a Moodle Q & A forum posting on your response to those readings.

Assessment criteria: Your Tickets to Class will be assessed based on the depth of your engagement with the readings and on the quality of the connections, insights, and questions you raise in your responses.

### **Assignment 2: Construct Mapping (30%)**

Develop a visual representation of what it means to be a literate being. Your visual representation should capture the range of knowledge, skills, and dispositions employed by literate beings. Provide a rationale to support your construct map. Rationale should detail the research base for your construct.

Assessment criteria: Your assignment will be assessed based on the breadth of the research base informing your construct map, the clarity of relationships between construct facets, and the aesthetic quality/clarity of your construct representation.

### **Assignment 3: Assessment Analysis (40%)**

Drawing on the principles of validity, reliability, fairness, and ethics, develop a critique of an existing literacy assessment (could be classroom-based, school or district based, or large-scale). Explain the potential positive and negative consequences for teaching and learning that could result from the implementation and use of this assessment. Explain how the assessment could be improved.

Assessment criteria: Your assignment will be assessed based on the rigor of your analysis—the thoroughness and accuracy of your examination of the assessment’s validity, reliability, and fairness—and the depth of insight you demonstrate in observations and conclusions—identification of strengths, weakness, and consequences.

*Written assignments must be submitted using the Moodle Assignment Dropbox before midnight (MST) on the due date. Documents should be saved using the following format: Course#.Assign#.LastName.doc.*

*It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.*

## Grading Scheme

### GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Faculty of Education master's level program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

## Students with Disabilities Policy

*If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.*

*You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.*

## Student Conduct

*Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar ([www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs))*

*Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.*

ATA Code of Professional Conduct <https://www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx>

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

### **Privacy and Confidentiality**

- *Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.*
- *The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.*
- *If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.*
- *While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.*

### **Withdrawal from an Online Course**

*If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.*