

Early Childhood, Elementary and Middle Level Education Department
ELE 4880-006: Diagnostic – Prescriptive Reading Instruction
Fall 2009

Instructor: Jacquelynne Brosam

Office: BB1324

Email: jkbrosam@eiu.edu

Office Hours: Mon. and Wed. 12:00- 1:30p.m., Tues. 6:00-7:00p.m., or by appointment

Phone: office 217-581-8480, cell 812-240-0643, home 765-828-0093

Class Meetings: BB1302 Mon. and Wed. 8:00-9:40a.m. (no class meetings during practicum)

Unit Theme: Educator as creator of effective educational environments: integrating students, subjects, strategies, societies and technologies.

Course Description: Diagnostic procedures and materials in reading for teachers in self-contained and departmentalized classrooms from kindergarten through junior high/middle school. Field-based experiences. (3-0-3)

Prerequisites & Concurrent Enrollment: ELE 3281 for Early Childhood Option; ELE 3280 for General and Middle School Options; or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose: The overall goal of this course is to provide future teachers with the knowledge base necessary for appropriate use of diagnostic teaching procedures and materials of reading instruction within the regular classroom, from kindergarten to junior high/middle school. Emphasis will be based on understanding how students learn to read, strategies for improving an individual student's reading achievement, and how to become an informed diagnostic-prescriptive teacher of reading. Future teachers will be made aware of factors that support student learning or place students "at risk" and some ways to manage these variables in the regular classroom.

Course Textbooks:

Rubin, D. & Opitz, M. F. (2007). *Diagnosis and improvement in reading instruction* (5th ed.). Boston: Pearson/Allyn and Bacon.

Roe, B.D. & Burns, P.C. (2007). *Roe/Burns informal reading inventory* (7th ed.). Boston: Houghton Mifflin.

Supplemental Materials: Class Packet

Teaching Model:

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards:

Course Requirements and Demonstrated Competencies are aligned with the following Standards:

- Illinois Professional Teaching Standards (IPTS): <http://www.isbe.net/profprep/standards.htm>
- Illinois Core Technology Standards (ICTS): <http://www.isbe.net/profprep/standards.htm>
- Illinois Core Language Arts Standards (ICLAS): <http://www.isbe.net/profprep/standards.htm>
- Association for Childhood Education International (ACEI): <http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc>
- National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org/faculty/college.asp#2001.pdf>

Reading Teacher Standard 1:

Knowledge Indicators - The competent reading teacher:

- 1A. knows theoretical models and philosophies of reading education and their relevance to instruction.
- 1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
- 1D. is aware of trends, controversies, and issues in reading education.
- 1E. understands the construction and psychometric properties of classroom reading tests, including the State assessment.
- 1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
- 1G. understands the differences between reading skills and strategies and the role each plays in reading development.
- 1H. knows a wide range of quality literature for students.

Performance Indicators - The competent reading teacher:

- 1I. adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.
- 1J. locates, evaluates, and uses literature for readers of all abilities and ages.
- 1K. uses various tools to estimate the readability of texts.
- 1L. uses technology to support reading and writing instruction.

Reading Teacher Standard 2:

Knowledge Indicators - The competent reading teacher:

- 2A. understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.
- 2C. knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
- 2D. understands the uses and limitations of informal and formal assessments.
- 2E. is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.

Performance Indicators - The competent reading teacher:

- 2G. screens classes to identify students in need of more thorough reading diagnosis.
- 2H. determines strengths and needs of individual students in the areas of reading, writing, and spelling.
- 2I. determines students' reading levels (independent, instructional, frustration).
- 2J. gathers and interprets information for diagnosis of the reading problems of individual students.
- 2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.
- 2M. develops case study reports of students with reading problems.

Reading Teacher Standard 3:

Knowledge Indicators - The competent reading teacher:

- 3A. knows State and national educational standards that are relevant to reading education.
- 3B. knows exemplary programs and practices in reading education.

Reading Teacher Standard 5:

Knowledge Indicator - The competent reading teacher:

- 5A. is aware of and adheres to ethical standards of professional conduct in reading education.
- 5B. reflects on teaching practices and conducts self-evaluation.
- 5C. stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.

Outcomes specific to ELE 4880:

Students will be able to:

- Select, administer, score, and interpret a variety of informal assessments in reading.
- Write a case study based on a practicum student, profiling strengths and weaknesses in reading and recommending specific instructional strategies to help the individual student improve.

Course (Core) Requirements	Demonstrated Competencies	Standards
Examinations/Tests	<ul style="list-style-type: none">• The student will document his/her content knowledge by appropriately responding to test items that require the application of course information.	IPTS – 1, 2, 3, 4, 6, 7, 8 ICTS – 2, 8 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 2.8, 3.2, 3.3, 3.5, 4.0 NAEYC – 1, 2, 3, 4 Dispositions: EC, PEP

Mini-Case Study	<ul style="list-style-type: none"> The student will administer, score, and interpret a variety of informal reading assessments. 	IPTS – 1, 2, 3, 4, 6, 7, 8, 9,10, 11 ICTS – 2, 3, 5, 6, 8 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 2.8, 3.1,3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2, 5.3,5.4 NAEYC – 1, 2, 3, 4, 5 Dispositions: IWS, PEP, EC, PTSL, SDE
	<ul style="list-style-type: none"> The student will compile a case study for an individual child based on the assessment data collected. 	
	<ul style="list-style-type: none"> The student will profile the child’s strengths and weaknesses in reading. 	
	<ul style="list-style-type: none"> The student will recommend specific intervention strategies. 	
Article Review	<ul style="list-style-type: none"> The student will review an article from a professional journal and compose a written review that reflects his/her ability to relate the information to the model of diagnostic/prescriptive reading presented in the course. 	IPTS - 1, 2, 3, 4, 6, 7, 10 ICTS – 2, 6, 8 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 2.8, 3.2, 3.3, 3.5, 5.2 NAEYC – 1, 2, 3, 4 Dispositions: EC, PEP, SDE
Class Participation	<ul style="list-style-type: none"> The student will exhibit effective communication skills, conduct him/herself in a professional manner and engage in positive peer interactions that contribute to a supportive and encouraging learning environment. 	IPTS 1, 2, 3, 7, 9, 10, 11 ICTS – 2, 6 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 3.2, 5.1,5.2, 5.4 NAEYC – 5 Dispositions: EC, PEP, IWS, SDE

Course (Core) Requirements	Brief Description	Points/Due Date	Approximate Weight
Examinations/Tests	Two tests consisting of multiple item types (e.g., multiple choice, true/false, short answer, and essay) will be administered to assess student understanding of course content. The tests treat reading assignments, class activities, lecture content and audio-visuals materials used.	2 @ 100 pts. each = 200 pts. *midterm 8/15/09 *final 12/17/09	50 %
Mini-Case Study	The mini-case study is a profile of an individual student’s literacy development. The case study contains an analysis and interpretation of the qualitative and quantitative data collected using informal assessment devices (e.g., an informal reading inventory). *see attached sheet for detailed description	100 pts. 11/30/09	25%
Article Review	The article must have been published in a professional reading journal (e.g., <i>The Reading Teacher</i> , <i>Journal of Adolescent and Adult Literacy</i> or the <i>Illinois Reading Council Journal</i>) and the topic should relate to diagnostic/prescriptive reading instruction. The typed review is to include the author(s) key points, their application to the course content and the student’s critical evaluation of the information. *see attached sheet for detailed description	40 pts. 8/23/09	10 %

Class Participation	Class attendance and participation are expected in the course. The student will be present during class meetings, contribute to discussions, actively engage in projects/activities, and support his/her peers in the learning process.	20 pts.	5%
Optional assignments/projects	Other items/adjustments of percentages at teacher discretion and/or student need. <ul style="list-style-type: none"> • Technology Project (e.g., Reading Website Exploration) • Language Experience Project • Book Talks (e.g., Award Winning, Historical and/or Multicultural Books) • Current Events • Plan for Differentiated Instruction (i.e., a week in length) <p>*see attached sheet for detailed description</p>	40 pts. 9/09/09 through 10/26/09	10%

Evaluation: Evaluation of student progress will be on the basis of written examinations, course assignments, class contributions and the completion of the case study.

Grading Scale: A=100-92%; B=91-83%; C=82-74%; D=73-65%; F=below 65% (Total points = 400)

COURSE OUTLINE

- I. Teaching Reading (one week)
 - A. An overview of the Reading Process
 - B. Model of Diagnostic-Prescriptive Teaching

- II. Assessment (four weeks)
 - A. Levels of Reading Comprehension
 1. Independent
 2. Instructional
 3. Frustration
 4. Potential
 - B. Emergent Literacy
 1. Phonemic Awareness
 2. Concepts of Print
 - C. Formal vs. Informal Assessment
 - D. Assessment Devices
 1. Informal Procedures
 - a. Word lists
 - b. Informal Reading Inventories (IRI)
 - c. Observations/anecdotal records
 - d. Basal tests
 - e. Cloze procedure
 - f. Phonics inventories
 - g. Interest Inventories
 - h. Miscue analysis
 - i. Diagnostic spelling tests
 - j. Oral & written language samples
 2. Standardized Tests/Formal Assessments
 - a. Norm-referenced/Achievement
 - b. Diagnostic
 - c. Criterion-referenced

- III. Organizing for Instruction (four weeks)
 - A. Decision-Making for Effective Instruction
 1. Using Assessment Information in Lesson
 2. Development/Planning
 3. Grouping Purposes and Practices
 4. Individualizing for Special Needs
 - a. Factors that Support Student Learning

- b. Factors that Place Students “At Risk”
 - c. Teaching Non-English Speaking Students
 - d. Making Referrals
 - i. Writing IEP’s
 - ii. Implementation
- B. Intervention Strategies
 - 1. Effective Word Identification
 - a. Sight words
 - b. Phonics
 - c. Structural analysis
 - d. Contextual analysis
 - 2. Building Fluency
 - a. Echo reading
 - b. Choral reading
 - c. Readers theater
 - 3. Enhancing Comprehension
 - a. Text Structure
 - i. Narrative (Story Grammar)
 - ii. Expository (Descriptive, Temporal Sequence, Cause/Effect, Compare/Contrast)
 - b. Comprehension Strategies
 - i. Story Mapping
 - ii. K-W-L
 - iii. DRTA
 - iv. Think-Alouds
 - v. Question-Answer Relationships (QAR)
 - vi. Graphic/Semantic Organizers
 - vii. Metacognition
 - viii. Connections
 - ix. Visual Imagery
 - 4. Vocabulary (meaning) Development
 - 5. Content Area Reading Study Skills
 - a. Locating Information
 - i. i. Notetaking
 - ii. Outlining
 - iii. Summarizing
 - b. Visual Aids (e.g., Graphs & Charts)
 - c. Reference Skills (e.g., Dictionary)
 - d. Factors Affecting Difficulty of Textbooks
 - e. Strategies for integrating language arts across the curriculum
- IV. Instructional Materials for Reading (three weeks)
 - A. Published Programs
 - B. Trade Books
 - C. Instructional Games (Including Manipulatives)
 - D. Technological Applications
- V. Motivating Pupils/Promoting Reading (one week)
 - A. Reading to Students
 - B. Reinforcing Student Interests
 - C. Incentive Programs
 - D. Opportunities to Establish a Personal Library
- VI. Communicating Student Progress (two weeks)
 - A. Record-Keeping Systems
 - B. Classroom Case Study
 - C. Sample Letter to Parents

ELE 4880 Suggested Reading
*** Denotes Knowledge Base References**

TOPIC: Teaching Reading

- Armbruster, B.B., Lehr, F. & Osborn, J. (June 2003). *Put reading first: The research building blocks for teaching children to read kindergarten through grade 3* (2nd ed.). Jessup, MD: National Institute for Literacy.
- Blair, T. R., Rupley, W.H. & Nichols, W. D. (2007) The effective teacher of reading: Considering the “what” and “how” of instruction. *Reading Teacher*, 60 (5), 432-438.
- Bloom, B. S. (1988). Helping all children learn well in elementary school--and beyond. *Principal*, 67(4), 12-17.
- Dymock, S. (1993). Reading but not understanding. *Journal of Reading*, 37(2), 86-91.
- Graves, M. F., Juel, C., & Graves, B.B. (1998). *Teaching reading in the 21st century*. Boston: Allyn & Bacon.
- International Reading Association (2000). Excellent reading teachers. *Reading Teacher*, 54(2), 235-240.
- Macon, J.M., Bewell, D. & Vogt M. (1991). *Responses to literature: grades K 8*. Newark, DE: International Reading Association.
- Pearson, P.D. (1985). Changing the face of reading comprehension instruction. *Reading Teacher*, 35, 724-738.
- Simpson, M. L. & Nist, S. L. (2000). An update on strategic learning: It's more than textbook reading strategies. *Journal of Adolescent and Adult Literacy*, 43(6), 528-541.
- Slavin, R.E. (September 1991). Success for all: Ending reading failure from the beginning (research directions). *Language Arts*, 68 (5), 404-409.
- Snow, C. E. & Burns, M.S. (Eds.) (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press.

TOPIC: Assessment Procedures

- Baumann, J.F. (1988). *Reading assessment: An instructional decision-making perspective*. Columbus, OH: Merrill.
- Clay, M. (1993). *An observation study of early literacy achievement*. Portsmouth, NH: Heinemann.
- Courtney, A. M. & Abodeeb, T. L. (1999). Diagnostic-reflective portfolios. *Reading Teacher*, 52(7), 708-714.
- Dunn, R. (1990). Understanding the Dunn and Dunn Learning Styles Model and the need for individual diagnosis and prescription. *Journal of Reading, Writing and Learning Disabilities International*, 6 (3), 223-247.
- Farr, R. & Tone, B. (1994). *Portfolios and performance assessment*. San Antonio: Harcourt Brace.
- Goodman, K. S. (2006). *The truth about DIBELS, what it is, what it does*. Portsmouth, NH: Heinemann.
- Goodman, K. S., Goodman, Y. M. & Hood, W. J. (1989). *The whole language evaluation book*. Portsmouth, NH: Heinemann.
- Harmon, J. M. (2000). Assessing and supporting independent word learning strategies of middle school students. *Journal of Adolescent and Adult Literacy*, 43(6), 518-527.
- Johnson, P. H. (1992). *Constructive evaluation of literate activity*. New York: Longman.

Rupley, W.H. & Blair, T.R. (1989). Culturally and language diverse children in the classroom. In *Reading Diagnosis and Remediation* (3rd ed.). Columbus, OH: Merrill Publishing Co.

Walker, B.J. (2005). *Techniques for reading assessment and instruction*. Columbus, OH: Pearson.

TOPIC: Organizing for Instruction

Burns, B. (2006). I don't have to count syllables on my fingers anymore: Easier ways to find readability and level books.

Illinois Reading Council Journal, 34 (1), 34-40.

Brabham, E. G. & Villaume, S. K. (2000). Continuing conversations about literature circles. *Reading Teacher*, 54(3), 278-280.

Brophy, J. & Rohrkemper, M. (1989). Teachers' strategies for coping with failure syndrome students (Research Series No. 197). ERIC Document Reproduction Service No. ED 314 400.

Clay, M.M. (1985). *The early detection of reading difficulties* (3rd ed.). Auckland, New Zealand: Heinemann Educational Books.

Cunningham, P. (2006). What if they can say the words but don't know what they mean? *Reading Teacher*, 59 (7), 708-711.

Daisy, P. (1993). Three ways to promote the values and uses of literacy at any age. *Journal of Reading*, 36(6), 436-440.

Dunn, R. (1990). Rita Dunn answers questions on learning styles. *Educational Leadership*, 48(2), 15-19.

Jacobson, J., Thrope, L., Fisher, D., Lapp, D., Frey, N. & Flood, J. (2001). Cross-age tutoring: A literacy improvement approach for struggling adolescent readers. *Journal of Adolescent and Adult Literacy*, 44 (6), 528-536.

Johnson, D & Johnson, R. (1990). Social skills for successful group work. *Educational Leadership*, 47(4), 29-33.

Joseph, L. M. (1998/1999). Word boxes help children with learning disabilities identify and spell words. *Reading Teacher*, 52(4), 348-356.

Labbo, L.D. & Teale, W. H. (1990). Cross-age reading: A strategy for helping the poor reader. *Reading Teacher*, 43(6), 362-369.

Leland, C. & Fitzpatrick, R. (Dec. 1993/Jan. 1994). Cross age interaction builds enthusiasm for reading and writing. *The Reading Teacher*, 47(4), 292-301.

Merkley, D. M. & Jefferies, D. (2000/2001). Guidelines for implementing a graphic organizer. *Reading Teacher*, 54(4), 350-357.

Opitz, M.F. & Harding-DeKam, J.L. (2007). Understanding and teaching English-language learners. *Reading Teacher*, 60 (6), 590-593.

Palincsar, A.S., Ransom, K. & Derber, S. (Dec. 1988/Jan. 1989). Collaborative research and development of reciprocal teaching. *Educational Leadership*, 46, 37-40.

Pearson, P.D. (1982). *Asking questions about stories*. Columbus, OH: Silver Burdett and Ginn.

Pinnel, G. (1989). Success of at risk children in a program that combines writing and reading. In J.M. Mason (Ed.), *Reading and writing connections*. Boston: Allyn & Bacon.

Strickland, K. (2005). *What's after assessment? Follow-up instruction for phonics, fluency, and comprehension*.

Portsmouth, NH: Heinemann.

Yopp, H. K. & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. *Reading Teacher*, 54(2), 130-143.

Yopp, R. H. & Yopp, H. K. (2000). Sharing informational text with young children. *Reading Teacher*, 53(5), 410-423.

TOPIC: Content Area Reading

Friend, R. (2000/2001). Teaching summarization as a content area reading strategy. *Journal of Adolescent and Adult Literacy*, 44(4), 320-329.

Hennings, D. G. (2000). Contextually relevant word study: Adolescent vocabulary development across the curriculum. *Journal of Adolescent and Adult Literacy*, 44(3), 268-279.

Irwin, J.W. and Blake, I. (1989). Understanding the organization. In *promoting active reading comprehension strategies: A resource book for teachers*. Englewood Cliffs, NJ: Prentice Hall.

Muth, K. D. (Ed.). (1989). *Children's comprehension of text: Research into practice*. Newark, DE: International Reading Association.

Raphael, T.E. & Au, K.H. (2005). QAR: Enhancing comprehension and test taking acrossgrades and content areas. *Reading Teacher*, 59 (3), 206-221.

TOPIC: Instructional Materials

Camp, D. (2000). It takes two: Teaching with Twin Texts of fact and fiction. *Reading Teacher*, 53(5), 400-408.

Dymock, S. (2005). Teaching expository text structure awareness. *Reading Teacher*, 59 (2), 177-181.

Graves, R. (Ed.). *The RIF guide to encouraging young readers*. Washington, D.C.: RIF, Inc.

Hill, S. (1986). *Books alive! Using literature in the classroom*. Melbourne, New Zealand: Nelson.

Jongsma, K. (2001). Using CD-ROMs to support the development of literacy processes. *Reading Teacher*, 54(6), 592-595.

Kline, L. (1986). Reading: Whole language development, renewed focus on literature spurs change. *Curriculum Update*. Alexandria, VA: Association for Supervision and Curriculum Development.

Olson, M.W. & Homan, S.P. (Eds.) (1993). *Teacher to Teacher: Strategies for the Elementary Classroom*. Newark, DE: International Reading Association.

Raphael, T.E. & Au, K.H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *Reading Teacher*, 59 (3), 206-221.

Richards, P. O., Thatcher, D. H., Shreeves, M., Timmons, P., & Barker, S. (1999). Don't let a good scare frighten you: Choosing and using quality chillers to promote reading. *Reading Teacher*, 52(8), 830-840.

Trelease, J. (2006). *The read aloud handbook (6th ed.)*. New York: Penguin Books.

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,
please contact the Office of Disability Services at 581-6583.

Test Analysis/Mini-Case Study

1. Five assessments must be administered after explanation in class or individual explanation by the instructor:

Interest Inventory/Attitude Assessment—select only one

- Interest Inventory
- Projective Technique

Roe & Burns Graded Word Lists

Roe & Burns Informal Reading Inventory—includes multiple components

- Oral Reading of Graded Passages
- Listening Potential of Graded Passages

Writing Assessment—a prompt should be given. “What is your favorite thing to do and who do you do it with?” or “What is your favorite sports team and why?” or your choice.

- Writing Sample—use unlined paper, if possible

Reading Fluency and Comprehension

- 3 Minute Assessment

2. The Informal Reading Inventory consists of multiple components—graded word lists, oral reading, silent reading, and listening comprehension—but only components assigned must be administered.

3. Find an age appropriate subject for the assessments. It is necessary to have the same subject do **all** of the tests. **DO NOT** use your own child or younger siblings as testing subjects.

4. The purpose of this assignment is to provide you with **practice** in administering, scoring, and interpreting a variety of reading assessments. Professional ethics must be exercised at all times. Assessments should be given according to the instructions in an environment conducive to test taking and free from distractions. All materials and results should be restricted for use in this course. Do not share detailed results of the testing or scoring with parents or other individuals.

5. **The 3-Minute Assessment** will need to be signed out from the instructor in the Reading Center. Do not give another student the materials you have checked out. Respect all copyright laws.

6. Use the summary format outlined below to concisely analyze the information obtained during testing. Submit all data/scoring sheets or other relevant testing materials attached to the **Summary of Results** page.

7. The case study must be written professionally (third person/the examiner and the student or student’s name—no pronouns.)

Summary Format for Assessments of Mini-Case Study

Mini-case study (cover sheet)

Examiner's Name:

Examinee's Name:

Age: Grade:

General Background Information: (school information and description of student)

Mini-case study Assessments

Name of Assessment:

- ❖ Level and form
- ❖ Author(s)
- ❖ Copyright date (if available)

Date of Assessment:

Description of Assessment:

- ❖ Purpose

Explain the procedures:

Description of Student's behaviors: (general **observations** as they impact testing results—fatigue, anxiety, frustration, etc.)

Summary of Data Collected:

- Quantitative—numerical data/report in list, graph or table format, if possible
Miscalled letters or words are represented as follows:
miscalled letter or word / correct word
For example: g/j b/d i/l when/went l'll/I will run/ran
- Qualitative—report in narrative (paragraph) form
For example: Student was able to.... Student was unable to... Give specific examples in the interpretation.

Mini-case study conclusions (final page)

Summary of Results: What are the student's strengths? What are the weaknesses? (include patterns of behaviors and cite examples from individual interpretations of each assessment.) Attach assessment data/scoring sheets and work samples.

Assessments (Five required)	Description of The Assessment Tool	Testing Impact And Behavior	Summary of the Results
<i>Interest Inventory</i> (10 points)	Assessment description +1 Procedure explanation +2	Description/Observations of student behavior +1	Summary of Data Collected +6
<i>Word Lists</i> (20 points)	Assessment description +1 Procedure explanation +2	Description/Observations of student behavior +1	Summary of Data Collected: 1.)Quantitative +4 2.)Qualitative +4 3.)Miscues & patterns noted +4 4.)Placement Level +4
<i>IRI Passages Oral Reading</i> (20 points)	Assessment description +1 Procedure explanation +4	Description/Observations of student behavior +1	Summary of Data Collected: 1.)Quantitative +4 2.)Qualitative +4 3.)Miscues & patterns noted +4 4.)Reading Levels o Independent+2 o Instructional+2
<i>IRI Passages Listening Potential</i> (10 points)	Assessment description +1 Procedure explanation +1	Description/Observations of student behavior +1	Summary of Data Collected: 1.)Quantitative +2 2.)Qualitative +2 3.)Inferences regarding comprehension +2 4.)Potential Level +1
<i>Writing Sample</i> (20 points)	Assessment description +1 Procedure explanation +2	Description/Observations of student behavior +1	Summary of Data Collected: 1.)Letter formation +3 2.)Spelling +3 3.)Sentence structure+3 4.)Sample errors +3 5.)Patterns noted +4
<i>3-Minute Assessment</i> (20 points)	Assessment description +1 Procedure explanation +2	Description/Observations of student behavior +1	Summary of Data Collected: 1.)Word Recognition Accuracy +3 2.)Fluency/Autom. +3 3.)FluencyScale Total+3 4.)Comprehension +3 5.)Inferences regarding reading ability +4

Abstracts

1. Carefully select one recent article from scholarly journals pertaining to reading difficulties, diagnosis, assessment, or intervention programs.
2. Write at least a two-page (double-spaced) summary divided into the following headings:
 - a. Citation: APA citation at the top of page 1.
 - b. Summary: succinct summary of article contents
 - c. Important Ideas: identify the significant ideas
 - d. Personal Connection: how does the information presented relates to the reader/any prior knowledge?
 - e. Application: explain how the article could or should be applied in the school setting

The summary should be a formally-written, proofed paper representative of Block II-level work. (third person)

3. Submit a copy of the article behind your abstract. Please staple pages together—No loose papers will be accepted.

Book Talk

1. Select one book to present during class. Your choice should be an award winner, favorite author, multicultural, or thematically related book.
2. Prepare a slide presentation to share in class—minimum of eight slides.
3. Include the following: book title, author, publication date, reading/grade level, plans for using the book (read aloud, thematic unit, author study, etc.), and at least two activities to accompany the book.
4. Sign up to present your selected book on one of the specified dates. To avoid duplication, check to see that no one else has chosen your book.

My date to present the Book Talk/Power Point Presentation is _____.