

**Eastern Illinois University**  
**Department of Early Childhood, Elementary, and Middle Level Education**  
**ELE 5600-001: Diagnosis of Reading Problems**  
**Fall 2009**

**Credit Hours:** 3 semester hours

**Prerequisites:** ELE 3280, ELE 3281, or permission of department chair

**Instructor:** Jacquelynn Brosam

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**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 Meeting:** BB 1302 Tues. 7:00-9:30p.m.

**Unit Theme:** EDUCATOR AS CREATOR OF EFFECTIVE EDUCATIONAL ENVIRONMENTS: INTEGRATING STUDENTS, SUBJECTS, STRATEGIES, SOCIETIES AND TECHNOLOGIES.

**Graduate Mission Statement:**

The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens of the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

**Outcomes for all graduate Students at eastern Illinois University**

*Graduate students will:*

1. *possess a depth of content knowledge including effective technology skills and ethical behaviors;*
2. *engage in critical thinking and problem solving;*
3. *exhibit effective oral and written communication skills;*
4. *engage in advanced scholarship through research and/or creative activity;*
5. *demonstrate an ability to work with diverse clientele, recognizing individual differences; and*
6. *collaborate and create positive relations within the school, community, and profession in which they work.*

**Catalog Description**

A study of the types and causes of reading difficulty; approaches to diagnosis for teachers, clinicians, and supervisors.

**Course Rationale**

This course is designed to provide students with the knowledge and skills necessary to assess students' reading ability. It partially fulfills an Illinois State Board of Education requirement for the reading teacher endorsement and the EC/ELE/MLE Master's Degree in Elementary Education—Reading Emphasis.

**Course Goal**

A major goal of the course is to provide students with necessary skills and competencies to perform appropriate diagnosis as a precursor for prescriptive instruction. Interpretation and communication of test results are also emphasized.

**Texts & Resources**

Gunning, T.G. (2006). *Assessing and correcting reading and writing difficulties* (3<sup>rd</sup> ed.). Boston: Pearson

Allyn and Bacon.

Leslie, L. & Caldwell, J. (2006). *Qualitative reading inventory-4*. Boston: Pearson

**Supplemental Materials**

Class resource notebook

## 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. (pp. 25-28)

Joyce, B., Weil, M., & Calhoun, E. (2000). *Models of teaching (8<sup>th</sup> ed.)*. Boston: Pearson.

## International Society for Technology in Education (ISTE)

Standards for Students (2007)

<http://www.iste.org/Content/NavigationMenue/NETS/ForStudents/2007Standards/NETS for Students 2007.htm>

Standards for Teachers (2008)

<http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS for Teachers 2008.htm>

## Performance Outcomes

At the conclusion of the course, the student will:

- know models of and procedures for providing reading diagnosis and educational services to students with reading problems.
- know a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
- understand the uses and limitations of informal and formal assessments.
- understand models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.
- gather and interpret information for diagnosis of the reading problems of individual students.
- interpret and explain diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.

## Course Requirements

Course (Core) Requirements	Demonstrated Competencies	Graduate Standards
Review of professional research articles/ presentation of a selected article	<p>The student will demonstrate his/her knowledge of reading diagnosis and instruction by reviewing and summarizing professional research articles. One article will be presented orally to the class.</p> <p><u>Knowledge Indicators:</u>                      The competent reading teacher:                      1A. knows theoretical models and philosophies of reading education and their relevance to instruction.                      1C. knows the history of reading instruction and its relevance to current theory and practice.                      1D. is aware of trends, controversies, and issues in reading education.                      1L. uses technology to support reading and writing instruction.                      2E. is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.                      3B. knows exemplary programs and practices in reading education.                      5A. is aware of and adheres to ethical standards of professional conduct in reading education.</p> <p><u>Performance Indicators:</u>                      The competent reading teacher:                      2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.</p>	1.a. a depth of content knowledge in the discipline 1.b. effective use technology 1.d. an understanding and respect for professional ethics in the discipline 2.a. critical thinking and problem solving 3.a. effective oral communication skills 3.b. effective written communication skills 3.c. effective, fair, and honest communication considering the message and audience 4.a. an understanding of the role of research in the discipline 6.a. the ability to collaborate with other professionals to promote the success of their

	<p>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.</p>	<p>clientele</p>
<p>Computer project</p>	<p>The student will use technology to complete a project for multicultural/differentiated instruction training or parental involvement as related to reading diagnosis and/or instruction.</p> <p><u>Knowledge Indicators:</u>  The competent reading teacher:  1D. is aware of trends, controversies, and issues in reading education.  1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.  1H. knows a wide range of quality literature for students.  2B. understands models of reading disabilities used in special education.  2C. knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.  3A. knows State and national educational standards that are relevant to reading education.  3B. knows exemplary programs and practices in reading education.  3C. is aware of guidelines for the evaluation of curriculum material and instructional technology.  4A. understands the value of community support for school reading programs.</p> <p><u>Performance Indicators:</u>  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.  1L. uses technology to support reading and writing instruction.  3F. participates in the evaluation and selection of instructional materials, including textbooks, tradebooks, materials for students with special needs, and technology.  4B. communicates effectively about reading to the general public.  4C. facilitates home-school connections and parental participation in school reading programs.</p>	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use of technology</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>2.a. critical thinking and problem solving</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>3.c. effective, fair, and honest communication considering the message and the audience</p> <p>5.a. an understanding of individual differences in clientele</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p> <p>6.b. the ability to effectively work with the community to promote the success of their clientele</p>

<p>Test Analysis Packet</p>	<p>The student will demonstrate his/her knowledge of the ability to diagnosis reading problems by administering and interpreting reading assessments appropriate to the level of the client.</p> <p><u>Knowledge Indicators:</u> The competent reading teacher: 1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12. 1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read. 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. 5A. is aware of and adheres to ethical standards of professional conduct in reading education.</p> <p><u>Performance Indicators:</u> 1L. uses technology to support reading and writing instruction. 2H. determines strengths and needs of individual students in the areas of reading, writing, and spelling. 2I. determines students' reading levels (independent, instructional, and 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.</p>	<p>1.a. depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 1.c. the ability to apply content knowledge to practice 1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through honesty, integrity, and professionalism 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.a. effective oral communication skills 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline 5.a. an understanding of individual differences in clientele 5.c. a respect for individual differences through the use of rich and varied approaches 6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>
<p>Mid-term/Final Exam</p>	<p>The student will demonstrate his/her knowledge of the diagnosis of reading problems by appropriately responding to test items that require the application of course information.</p> <p><u>Knowledge Indicators:</u> 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. 2B. understands models of reading disabilities used in special education. 1C. knows the history of reading instruction and its relevance to current theory and practice. 1D. is aware of trends, controversies, and issues in reading education. 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. 2A. understands models of reading diagnosis that include</p>	<p>1.a. depth of content knowledge in the discipline  1.c. the ability to apply content knowledge to practice  2.a. critical thinking and problem solving  3.b. effective written communication skills  4.a. an understanding of the role of research in the discipline  5.a. an understanding of individual differences in clientele</p>

	<p>students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.</p> <p>2C. knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.</p> <p>2D. understands the uses and limitations of informal and formal assessments.</p> <p>2E. is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.</p> <p>2F. knows models of and procedures for providing reading diagnosis and educational services to students with reading problems.</p> <p>3A. knows State and national educational standards that are relevant to reading education.</p> <p>3B. knows exemplary programs and practices in reading education.</p>	
Participation	<p>The student will participate in assigned class activities to demonstrate and share knowledge of information, concepts, and strategies related to reading diagnosis, assessment, and instruction.</p> <p><u>Knowledge Indicators:</u> The competent reading teacher...</p> <p>1A. knows theoretical models and philosophies of reading education and their relevance to instruction.</p> <p>1C. knows the history of reading instruction and its relevance to current theory and practice.</p> <p>1D. is aware of trends, controversies, and issues in reading education.</p> <p>1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.</p> <p>2F. knows models of and procedures for providing reading diagnosis and educational services to students with reading problems.</p> <p>2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.</p> <p>3B. knows exemplary programs and practices in reading education.</p> <p>4A. understands the value of community support for school reading programs.</p> <p>5A. is aware of and adheres to ethical standards of professional conduct in reading education.</p> <p>2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.</p> <p>3F. participates in the evaluation and selection of instructional materials, including textbooks, tradebooks, materials for students with special needs, and technology.</p> <p>5B. reflects on teaching practices and conducts self-evaluation.</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>2.a. critical thinking and problem solving</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a. effective oral communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>

## Core Assignments

Three reviews of professional research articles	90 (3 @ 30 pts. each)
Oral presentation of selected article	20
Computer project	20
Test analysis packet	120 (8 @ 15 pts. each)
Midterm Exam	120
Final Exam	120
Participation	10
<b>Total</b>	<b>500 pts.</b>

Course (Core) Requirements	Brief Description	Point Values Approximate Weight	Due Date
Review of professional research articles/ Presentation of a selected article	<p>The student will select three articles from scholarly journals pertaining to reading difficulties, diagnosis, assessment, or intervention programs and write a two-page (double-spaced) summary divided into the following headings: Citation, Summary, Important Ideas, Personal Connection, and Application. Articles should have been published within the past five years.</p> <p>An oral presentation of one article summary will be shared during class on one of the specified dates.</p> <p>*Refer to <a href="#">Supplemental Instructions for Assignments</a> for additional information and specific guidelines.</p>	<p>22 % 90 + 20 = 110 points</p>	<p>Sept. 15<sup>th</sup></p> <p>Oct. 20<sup>th</sup></p> <p>Dec. 1<sup>st</sup></p> <p>Oct. 20<sup>th</sup> through Nov. 17<sup>th</sup></p>
Computer Project	<p>The student will use technology to complete a project (e.g., handbook, power point, informational brochure, summer reading packet, etc.) related to reading diagnosis and/or instruction which could be used for parent education or multicultural/differentiated instruction training at various functions such as teacher in-services, staff development, or parent involvement meetings.</p> <p>*Refer to <a href="#">Supplemental Instructions for Assignments</a> for additional information and specific guidelines.</p>	<p>4 % 20 points</p>	<p>Dec. 8<sup>th</sup></p>
Test Analysis Packet	<p>The student will administer eight reading assessments (both formal and informal) for the purpose of learning the proper procedures for administering, scoring, and interpreting test results. Results will be analyzed and reported following Summary Cover Sheet guidelines.</p> <p>*Refer to <a href="#">Supplemental Instructions for Assignments</a> for additional information and specific guidelines.</p>	<p>24% 8 @ 15 pts. each =120 points</p>	<p>#1 &amp; #2 Sept. 29<sup>th</sup></p> <p>#3 &amp; #4 Oct. 27<sup>th</sup></p> <p>#5 &amp; #6 Nov. 17<sup>th</sup></p> <p>#7 &amp; #8 Dec. 1<sup>st</sup></p>
Midterm/Final Exam	<p>The student will take a minimum of two tests consisting of multiple item types (e.g., multiple choice, true/false, short answer, matching, and essay) to assess student understanding of course content. The tests address lecture content, class activities, reading assignments and audio-video materials utilized during the course.</p>	<p>48 % 2 @ 120 pts. =240 points</p>	<p>Midterm Oct. 13<sup>th</sup></p> <p>Final Exam Dec. 15<sup>th</sup></p>
Participation	<p>The student will participate in assigned class activities (e.g., collaborative groups, pair and share, brainstorming, carousels, jigsaws, role modeling, etc.) to demonstrate and share information, concepts, skills, and strategies related to reading diagnosis, assessment, and instruction.</p>	<p>2% 10 points</p>	

Optional Assignments	Will vary by instructor	Up to 5%	
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### GRADING SCALE

465-500	A	(93-100%)
425-464	B	(85-92%)
385-424	C	(77-84%)
345-384	D	(69-76%)
340 & below	F	(68% and below)

### Course Outline

#### I. Introduction to Reading Difficulties-1 week

- A. definition of reading difficulty
- B. incidence and significance of reading problems
- C. stages of reading development
- D. types of reading problems
- E. the Response to Intervention (RtI) factor

#### II. Causes and Symptoms of Reading Difficulties-2 weeks

- A. Educational Factors
  - 1. teaching methods
  - 2. instructional materials
  - 3. teacher
  - 4. instructional time
- B. Non-educational Factors
  - 1. home environment
  - 2. dialect and language differences
  - 3. intelligence
  - 4. gender
  - 5. physical health-vision and hearing
  - 6. emotional health-self concept, motivation, and attitude

#### III. Overview of Assessment-2 weeks

- A. assessment categories
  - 1. informal measures
  - 2. formal measures
- B. principals of effective assessment
  - 1. validity
  - 2. reliability
  - 3. objectivity
  - 4. suitability
- C. purposes of assessment
  - 1. diagnostic
  - 2. progress monitoring
  - 3. placement/benchmark
  - 4. mastery

#### IV. Diagnosis: informal-3 weeks

- A. IRI-Informal Reading Inventory and Qualitative Reading Inventory
  - 1. graded word lists
  - 2. graded reading passages
  - 3. reading levels-independent, instructional, frustration, and potential
- B. attitude and interest inventories
- C. reading miscue analysis
- D. running records
- E. 3-Minute Reading Assessments

\*\*\*\*\* Midterm Exam \*\*\*\*\*

V. Diagnosis: formal-4 weeks

- A. criterion-based
- B. norm-referenced
- C. terminology-standard scores, standard deviation, stanines, percentiles, etc.
- D. assessing general ability
  - 1. Peabody Picture Vocabulary Test III
  - 2. Slosson Intelligence Test
  - 3. Stanford-Binet
- E. assessing reading comprehension
  - 1. Gates-MacGinitie
  - 2. Gray Oral Reading Test [GORT]
  - 3. Test of Reading Comprehension [TORC]
  - 4. Woodcock Reading Mastery
- F. assessing word analysis
  - 1. Bader
  - 2. Brigance
  - 2. El Paso Phonics Survey (found in Ekwall/Shanker)
  - 3. GORT-D
  - 4. Names Test (Revised)
  - 5. Stanford Diagnostic
  - 6. Woodcock Reading Mastery
- G. assessing sight words
  - 1. Dolch Basic Sight Word Test
  - 2. Ekwall/Shanker

VI. Assessing Early Literacy-2 weeks

- A. Observation Survey of Early Literacy
  - 1. Letter ID
  - 2. Ohio Word Test
  - 3. Concepts About Print
  - 4. writing vocabulary
  - 5. sentence dictation
- B. AIMSweb
- C. DIBELS-Dynamic Indicators of Basic Early Literacy
- D. DRA2- Developmental Reading Assessment-Second Edition
- E. Rigby "Learning by Design"
- F. ISEL-Illinois Snapshot of Early Learning

VIII. Early Intervention and Corrective Programs-1 week

- A. remediation vs. intervention
- B. components of intervention
- C. alternative approaches for struggling readers
  - 1. computer-based assistance
  - 2. peer tutors
  - 3. volunteers
- D. motivating students
- E. involving parents and community
  - 1. supporting parents of struggling readers
  - 2. community efforts to aid struggling readers

\*\*\*\*\* **Final Exam** \*\*\*\*\*

**Special Accommodations** If you have a documented disability and wish to receive academic accommodations or services, please contact the Office of Disability Services at 581-6583.

**ELE 5600**  
**DIAGNOSIS OF READING PROBLEMS**  
**REFERENCES**

\*Denotes Unit Conceptual Framework References

- Aebersold, J. A., & Field, M. L. (1997). *From reader to reading teacher: Issues and strategies for second language classrooms*. Cambridge, United Kingdom: Cambridge University Press.
- Allington, R. & Cunningham, P. (1996). *Schools that work: Where all children read and write*. New York, NY: Harper Collings.
- Alvermann, D. E., & Phelps, S. F. (1998). *Content reading and literacy: Succeeding in today's diverse classrooms (2<sup>nd</sup> ed.)*. Boston: Allyn and Bacon.
- Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: National Institute for Literacy.
- August, D., & Hakuta, K. (Eds.). (1997). *Improving schooling for language-minority children: A research agenda*. Washington, DC: National Acedmy Press.
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- Barrentine, S.J. & Stokes, S.M. (2005). *Reading assessment: Principles and practices for elementary teachers (2<sup>nd</sup> ed.)*. Newark, DE: International Reading Association.
- Beers, K. (2003). *When kids can't read, what teachers can do: A guide for teachers, 6-12*. Portsmouth, NH: Heinemann.
- Bloom, B. S. (1988). Helping all children learn well in elementary school and beyond. *Principal*, 67(4), 12-17.
- \*Bloom, B. S. (1956). *Taxonomy of educational objectives. Handbook I: Cognitive Domain*. New York: David McKay Company, Inc.
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- Dole, J. A., Brown, K., & Trathen, W. (1996). The effects of strategy instruction on the comprehension performance of at-risk students. *Reading Research Quarterly*, 31, 62-88.
- Dreher, M. J. & Singer, H. (1985). Parents' attitudes toward reports of standardized reading test results. *The Reading Teacher*, 38, 624-632.

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- Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all students*. Portsmouth, NH: Heinemann.
- Gillet, J. W. & Temple, C. (2000). *Understanding reading problems (5<sup>th</sup> ed.)*. New York: Longman.
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- Jennings, J. H., Caldwell, J. S., & Lerner, J. W. (2006). *Reading problems: Assessment and teaching strategies (5<sup>th</sup> ed.)*. Boston: Pearson Allyn & Bacon.
- Leslie, L. & Caldwell, J. (2006). *Qualitative reading inventory-4*. Boston: Pearson.
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- McLaughlin, M. & Allen, M. B. (2002). *Guided comprehension: A teaching model for grades 3-8*. Newark, DE: International Reading Association.
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- \*Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.
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- Pressley, M. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. Samuels (Eds.), *What research has to say about reading instruction* (pp. 291-309). Newark, DE: International Reading Association.
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Taylor, B., Harris, L. A., Pearson, P. D. & Garcia, G. (1995). *Reading difficulties: Instruction and assessment (2nd ed.)*.

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

Wilhelm, J. D., Baker, T. N., & Dube J. (2001). *Strategic reading*. Portsmouth, NH: Heinemann.

Zemelman, S., Daniels, H., & Hyde, A. (2005). *Best practice: Today's standards for teaching and learning in America's schools (3<sup>rd</sup> ed.)*. Portsmouth, NH: Heinemann.

## Supplemental Instructions for Assignments

### Abstracts

1. Carefully select a total of three recent articles 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 relate to you/any prior knowledge?
  - e. Application: explain how the article could be applied in the school setting

The summary should be a well-written, proofed paper representative of graduate-level work.

3. Submit a copy of the article behind your abstract. Please staple pages together—No loose papers will be accepted.
4. Sign up to present your selected article on one of the specified dates. To avoid duplication, check to see that no one else has chosen your article selection.

### Computer Project

1. Students will use technology to complete a multicultural/diverse learning or parent education project as related to reading diagnosis and/or instruction. The project may include, but is not limited to:
  - a. handbook/procedures book (4-5 pages) [reading strategies for parents of struggling students, assessment procedures for support staff, paraprofessionals, or volunteers]
  - b. power point presentation (12-15 slides) [reading instruction or assessment information relevant to staff development or parent education]
  - c. informational brochure [reading programs, strategies for diverse learners, or timely resources]
  - d. summer reading packet (4-5 pages) [calendar, reading activities, book lists, word lists, websites, parent and community literacy resources]
  - e. presentation handout (3-5 pages) [parent meeting, building or district in-service, or a reading council presentation]
  - f. self-selected project approved by instructor
2. Include a cover sheet with a half-page explanation of the project divided into the following headings: Target Audience, Time Frame, Location, and Plan for Project Implementation. Include a minimum of three websites accessed for information or cited in the project.
3. The project should be well-developed, appropriate for the target audience, and reflect graduate-level competency.

### Test Analysis Packet

1. Choose a minimum of eight different assessments to administer (after explanation in class or individual explanation by the instructor.)
2. An Informal Reading Inventory or Qualitative Reading Inventory is a **required** assessment. It consists of multiple components—graded word list, oral reading, silent reading, and listening comprehension—but all components compile the one assessment and must be administered.
3. Other assessments such as the Observation Survey of Early Literacy or 3-Minute Assessment will also need multiple components administered.
4. Four of the testing instruments must be norm-referenced.
5. Find an age appropriate subject for each assessment. It is not necessary or advantageous to have the same subject do all of the tests. DO NOT use your own child or a spouse/significant other for conducting the norm-referenced tests.

6. 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.

7. Choose test instruments from the following selections. Not every category needs to be represented.

**Informal Reading Inventories—required (includes multiple components)**

- Roe & Burns Informal Reading Inventory
- Ekwall/Shanker Informal Reading Inventory
- Qualitative Reading Inventory

**Interest Inventory/Attitude Assessments**

- EIU Reading Center Survey of Interests and Activities
- Elementary Reading Attitude Survey (Garfield)
- Interest Inventory or Alternative Attitude/Interest Inventory
- Projective Technique

**General Ability Tests**

- Peabody Picture Vocabulary Test III (receptive vocabulary)
- Slosson Intelligence Test

**Early Literacy**

- DIBELS
- ISEL – Illinois Snapshot of Early Literacy
- Observation Survey of Early Literacy
- Test of Early Written language (TEWL and TEWL-2)
- Wepman Test of Auditory Discrimination

**Sight Word Tests**

- Dolch Basic Sight Word Test

**Word Analysis Skills**

- Bader
- Brigance
- El Paso Phonics Survey (found in Ekwall/Shanker)
- GORT-D
- Names Test (Revised)
- Stanford Diagnostic
- Woodcock Reading Mastery Test

**Comprehension Skills**

- Gates-MacGinitie
- Gray Oral Reading Test [GORT]
- Test of Reading Comprehension [TORC]

**Reading Fluency**

- 3-Minute Assessment

**Survey Tests**

- Gates-MacGinitie
- Kaufman Test of Educational Achievement (Brief Form)
- Observation Survey of Early Literacy

8. All materials should be signed out from the instructor in the Reading Center. Do not give another student the materials you have checked out. Scoring sheets are available for the standardized tests. Respect all copyright laws.

9. Use the summary cover sheet outlined below to concisely analyze the information obtained during testing. Submit all data/scoring sheets or other relevant testing materials attached to the summary cover sheet for each of the required assessments.

## Summary Cover Sheet for Informal and Formal Assessments

**Examiner's Name:**

**Date:**

**Examinee's Name:**

**Age:**

**Grade:**

**Name of Assessment:**

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

**Description of Assessment:**

- ❖ Purpose

**Description of Student's behaviors** (general observations):

**Results of Assessment** (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

**Interpretation of Results** (report in paragraph form— What is examinee attending to, what is examinee neglecting? What is examinee able to do, what is examinee unable to do? Give specific examples in the interpretation.)