

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 5600: Diagnosis of Reading Problems

Semester: Fall, 2016
Credit Hours: 3 semester hours
Prerequisites: ELE 3280, ELE 3281, or permission of department chair
Instructor: Dr. Debbie Harrison
Office: Buzzard Hall, 2019
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Office Hours: Tuesday, 10-noon; Wednesday, 3:30-4:30, Thursday, 11:00-noon
Phone: (765) 509-0083 (cell)
Class Meeting: Hybrid course, see calendar for on-campus and online schedule

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

Graduate Mission Statement:

The Graduate Program in Elementary Education advances 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 graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

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. (2014). *Assessing and correcting reading and writing difficulties* (5th ed.). Boston: Pearson

Allyn and Bacon.

Roe, B.D. & Burns, P.C. (2011). *Informal reading inventory: Preprimer to twelfth grade* (8th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Supplemental Materials

Reading Resources Website - http://www.eiu.edu/elegrad/reading_resources/reading_resources.php

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. 10-13)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson.

Illinois Common Core Standards http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf

Illinois Professional Teaching Standards http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

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></p> <p>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>1L. uses technology to support reading and writing instruction.</p> <p>2E. is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.</p> <p>3B. knows exemplary programs and practices in reading education.</p> <p>5A. is aware of and adheres to ethical standards of professional conduct in reading education.</p> <p><u>Performance Indicators:</u></p> <p>The competent reading teacher:</p> <p>2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.</p> <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>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use technology</p> <p>1.d. an understanding and respect for professional ethics in the discipline</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 audience</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>

Computer project	<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></p> <p>The competent reading teacher:</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>1H. knows a wide range of quality literature for students.</p> <p>2B. understands models of reading disabilities used in special education.</p> <p>2C. knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.</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> <p>3C. is aware of guidelines for the evaluation of curriculum material and instructional technology.</p> <p>4A. understands the value of community support for school reading programs.</p> <p><u>Performance Indicators:</u></p> <p>The competent reading teacher:</p> <p>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.</p> <p>1L. uses technology to support reading and writing instruction.</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>4B. communicates effectively about reading to the general public.</p> <p>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>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>5.f. an ability to engage in reflective practice</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>
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<p>Test overview and presentation</p>	<p>The student will demonstrate his/her knowledge of the ability to diagnose reading problems, by investigating a selected assessment and doing a presentation on that assessment.</p> <p>Knowledge Indicators:</p> <p>The competent reading teacher:</p> <p>1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.</p> <p>1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.</p> <p>2A. understands models of reading diagnosis that include 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>5A. is aware of and adheres to ethical standards of professional conduct in reading education.</p> <p>Performance Indicators:</p> <p>1L. uses technology to support reading and writing instruction.</p> <p>2H. determines strengths and needs of individual students in the areas of reading, writing, and spelling.</p> <p>2I. determines students' reading levels (independent, instructional, and frustration).</p> <p>2J. gathers and interprets information for diagnosis of the reading problems of individual students.</p> <p>2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.</p>	<p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through honesty, integrity, and professionalism</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>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>
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Test Analysis Packet	<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:</p> <p>1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.</p> <p>1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.</p> <p>2A. understands models of reading diagnosis that include 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>5A. is aware of and adheres to ethical standards of professional conduct in reading education.</p> <p><u>Performance Indicators:</u></p> <p>1L. uses technology to support reading and writing instruction.</p> <p>2H. determines strengths and needs of individual students in the areas of reading, writing, and spelling.</p> <p>2I. determines students' reading levels (independent, instructional, and frustration).</p> <p>2J. gathers and interprets information for diagnosis of the reading problems of individual students.</p> <p>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</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through honesty, integrity, and professionalism</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>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>
Mid-term/Final Exam	<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:</p> <p>1A. knows theoretical models and philosophies of reading education and their relevance to instruction.</p> <p>1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.</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>3.b. effective written</p>

	<p>2B. understands models of reading disabilities used in special education.</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>1G. understands the differences between reading skills and strategies and the role each plays in reading development.</p> <p>1H. knows a wide range of quality literature for students.</p> <p>2A. understands models of reading diagnosis that include 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>	<p>communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.d. an ability to provide evidence of differentiation of curricula</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></p> <p>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</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>5.f. an ability to engage in reflective practice</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>

	<p>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>	
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Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a “spiral curriculum”. The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

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 two 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 <u>Supplemental Instructions for Assignments</u> for additional information and specific guidelines.</p>	[<u>50</u> points]	Nov. 14
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 parent involvement meetings.</p> <p>*Refer to <u>Supplemental Instructions for Assignments</u> for additional information and specific guidelines.</p>	[<u>20</u> points]	Dec. 12
Test overview presentation	<p>The student will demonstrate his/her knowledge of the ability to diagnose reading problems by presenting a selected assessment to the class.</p> <p>*Refer to <u>Supplemental Instructions for Assignments</u> for additional information and specific guidelines.</p>	[<u>20</u> points]	Sept. 19
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 <u>Supplemental Instructions for Assignments</u> for additional information and specific guidelines.</p>	[<u>80</u> points]	Dec. 12

Midterm/Final Exam	The student will take one exam consisting of multiple item types (e.g., multiple choice, true/false, short answer, matching, and essay) to assess student understanding of course content. The exam address lecture content, class activities, reading assignments and audio-video materials utilized during the course.	[<u>30</u> points]	Oct. 24
Written responses/Participation	The student will participate in chapter responses and assigned in-class activities (e.g., collaborative groups, pair and share, brainstorming, carousels, jigsaw, role modeling, etc.) to demonstrate and share information, concepts, skills, and strategies related to reading diagnosis, assessment, and instruction.	[<u>100</u> points]	Ongoing, various dates, see calendar

GRADING SCALE

_____	A	(93-100%)
_____	B	(85-92%)
_____	C	(77-84%)
_____	D	(69-76%)
_____	F	(68% and below)

Instructor's Policies for the Course (i.e., attendance and late assignments):

- ***Complete all assignments on time. Assignments are due on the due date. Late assignments will receive a letter deduction for each day they are late. Assignments more than 3 days late will not be accepted, and will receive a grade of zero, unless the student and instructor have agreed that extenuating circumstances exist. Technology problems are not an acceptable excuse:*** Let's face it... technology breaks, servers go down, viruses attack, files become corrupted...the list goes on and on. These are not considered emergencies. They are part of the normal process of working with technology. Any issue you may have with technology is no excuse for late work. Assume technology will fail you. Plan ahead. Manage your time. Back up your work. ***Any late assignment must be cleared with the instructor at least 24 hours in advance.***

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

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* (2nd 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.
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- Barrentine, S.J. & Stokes, S.M. (2005). *Reading assessment: Principles and practices for elementary teachers* (2nd 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.
- Bond, G. L., Tinker, M. A., Wasson, B. B., & Wasson, J. B. (1994). *Reading difficulties: Their diagnosis and correction* (7th ed.). Englewood Cliffs, NJ: Prentice Hall, Inc.
- Buhl, D. (2009). *Classroom strategies for interactive learning* (3rd ed.). Newark, DE: International Reading Association.
- Clay, M. M. (1993). *Reading recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.
- Clay, M., (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Cooper, J.D. & Kiger, N.D. (2009) *Literacy: Helping students construct meaning*, (7th ed.). Boston: Houghton Mifflin.
- 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.
- Dyson, A. H. (1997). *What difference does difference make? Teacher reflections on diversity, literacy, and the urban primary school*. Urbana, IL: National Council of Teachers of English
- Ekwall, E. E. & Shanker, J. L. (1988). *Diagnosis and remediation of the disabled reader*. Boston: Allyn & Bacon, Inc.
- 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* (5th ed.). New York: Longman.
- Glazer, S. M. (1998). *Assessment IS instruction*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Gunning, T. G. (1998). *Assessing and correcting reading and writing difficulties*. Boston, MA: Allyn & Bacon.

- Jennings, J. H., Caldwell, J. S., & Lerner, J. W. (2006). *Reading problems: Assessment and teaching strategies* (5th ed.). Boston: Pearson Allyn & Bacon.
- Leslie, L. & Caldwell, J. (2006). *Qualitative reading inventory-4*. Boston: Pearson.
- Lipson, M. Y. & Wixson, K. K. (1997). *Assessment and instruction of reading disability* (2nd ed.). New York: Harper-Collins Publishers, Inc.
- McLaughlin, M. & Allen, M. B. (2002). *Guided comprehension: A teaching model for grades 3-8*. Newark, DE: International Reading Association.
- Moore, R. A. & Gilles, C. (2005). *Reading conversations: Retrospective miscue analysis with struggling readers, Grades 4-12*. Portsmouth, NH: Heinemann.
- National Reading Panel (2000). *Report of the National Reading Panel: Teaching children to read---An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. [Summary]. Washington, D.C.: National Institute of Child Health and Human Development.
- Pearson, P. D., & Fielding, L. (1991). Comprehension instruction. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 815-860). White Plains, NY: Longman.
- *Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.
- Pinnell, G. S. & Fountas, I. C. (1998). *Word matters*. Portsmouth, NH: Heineman.
- 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.
- Rasinski, T. V. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York: Scholastic.
- Rubin, D. (1997). *Diagnosis and correction in reading* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Strickland, K. (2005). *What's after assessment? Follow-up instruction for phonics, fluency and comprehension*. Portsmouth, NH: Heinemann.
- Taylor, B., Harris, L. A., Pearson, P. D. & Garcia, G. (1995). *Reading difficulties: Instruction and assessment* (2nd ed.). New York: McGraw-Hill, Inc.
- *Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- *Wadsworth, B. J. (1989). *Piaget's theory of cognitive and affective development*. White Plains, NY: Longman.
- 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* (3rd ed.). Portsmouth, NH: Heinemann.

Supplemental Instructions for Assignments

Article Review

1. Carefully select a total of two recent articles from scholarly journals pertaining to reading difficulties, diagnosis, assessment, or intervention programs.
2. Refer to the rubric provided on D2L. 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 parent education or parent involvement 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 Overview and Presentation

I. Describe the assessment:

Make a concise and logical narrative. Use block style (single space, no indentation, with double-spacing between the paragraphs).

1. What is the name of the assessment?
2. Is it a formal or informal assessment?
3. What does it measure?
4. What type of results does it provide?
5. For what population is the assessment intended?
6. Is it individually or group administered?
7. Is it difficult to administer?
8. Time consuming?

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 with multiple components such as the Observation Survey of Early Literacy or 3-Minute Assessment will also need all components administered to count as one assessment.
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 for one assessment)

- Roe & Burns Informal Reading Inventory
and/or
- Rigby

General Ability Tests

- Peabody Picture Vocabulary Test III (receptive vocabulary) (normed)

Early Literacy

- DIBELS
- Observation Survey of Early Literacy
- Test of Early Written language (TEWL and TEWL-2) (normed)
- Wepman Test of Auditory Discrimination (normed)
- Yopp-Singer

Sight Word Tests

- Dolch Basic Sight Word Test

Word Analysis Skills

- Bader (normed)
- GORT-D (normed)
- Early Names
- Names Test (Revised)
- Woodcock Reading Mastery Test (normed)

Comprehension Skills

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

Reading Fluency

- 3-Minute Assessment

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.)

Effective: Spring 2015