

**Eastern Illinois University**  
**Department of Early Childhood, Elementary, and Middle Level Education**  
**ELE 5600: Diagnosis of Reading Problems**  
**Fall, 2017**

**Credit Hours:** 3 semester hours  
**Prerequisites:** ELE 3280, ELE 3281, or permission of department chair  
**Instructor:** Dr. Debbie Harrison  
**Office:** Buzzard Hall, 2219  
**E-mail:** dharrison@eiu.edu  
**Office Hours:** Wednesday, 9:00 AM to 12:30 PM, Thursday, 10:30 to 12:00 PM  
**Class Meeting:** Thursdays 4:30-7:00

**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**

McKenna, M. C., & Stahl, K.A.D (2015). *Assessment for reading instruction*. (3<sup>rd</sup> ed.). New York, NY: The Guilford Press

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

**Supplemental Materials**

## 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.

**Illinois Common Core Standards:**

[http://www.isbe.net/common\\_core/pls/level1/pdf/ela-standards.pdf](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](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><i>Knowledge Indicators:</i></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><i>Performance Indicators:</i></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>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>

	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.	6.a. the ability to collaborate with other professionals to promote the success of their clientele
Computer project	<p>The student will use technology to complete a project for parental involvement or parent information 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>

<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><i>Knowledge Indicators:</i></u></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><u><i>Performance Indicators:</i></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>
Participation	The student will participate in assigned class activities to demonstrate and share knowledge of information, concepts,	1.a. depth of content knowledge in the discipline

	<p>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 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.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>
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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	<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. See rubric on D2L.</p> <p><i>Articles should have been published within the past five years.</i></p> <p>*Refer to <u>Supplemental Instructions for Assignments</u> for additional information.</p>	40 points (20 pts for each article)	December 14

Computer Project	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.  *Refer to <u>Supplemental Instructions for Assignments</u> for additional information and specific guidelines.	20 points	November 9th
Test overview presentation	The student will demonstrate his/her knowledge of the ability to diagnose reading problems by presenting a selected assessment to the class.  *Refer to <u>Supplemental Instructions for Assignments</u> for additional information and specific guidelines.	20 points	September 14
Test Analysis Packet	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.  *Refer to <u>Supplemental Instructions for Assignments</u> for additional information and specific guidelines.	80 points	December 7
Participation	The student will participate in chapter responses(both online and on campus) 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.	213 points	Dates vary

#### GRADING SCALE

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

**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.**

### Tentative Course Calendar

**When there is a Discussion Board Assignment due, there is a usually a response due also. See Weekly Overview for due dates.**

(see D2L for more information on assignments)

Date	Topic/Reading	Assignments
8/24	Introduction to class, discussion of Syllabus Explain Response Assignments, Demonstrate Assessment Overview Assessment overviews assigned <i>Rise Above the Mark</i> video excerpt discussion, additional activities	Video discussion (in class)
8/31	Read Chapter One <i>Introduction to Reading Assessment</i>	4-Square Response due to D2L dropbox, by midnight, August 31 <sup>st</sup> , 2 questions to Discussion Board by midnight August 31 <sup>st</sup> , responses to posts due by midnight on Sunday, Sept. 3
9/7	Read Chapter Two <i>General Concepts of Assessments</i>	Double Entry Journal due to D2L dropbox, by midnight, Sept. 7 <sup>th</sup> , also post to Discussion Board by midnight Sept. 7 responses to posts due by midnight on Sunday, Sept. 10 <sup>th</sup>
9/14	Test Overview presentations  Demonstration of IRI passages, marking, interpreting, etc  Running Records discussion  Sign out various assessments	Test Overview due, bring to class  Read pp. 57-66 on Running Records, any questions or concerns you have about this information?  <b>Bring the IRI book to class</b>
9/21	Read Chapter 4 <i>Emergent Literacy</i>	5-4-3-2-1 response form due to dropbox by midnight on September 21 <sup>st</sup> . Post your three questions and two connections from the response form to your Discussion Board by midnight on Sept. 21 <sup>st</sup> your responses to your group members' posts are due by midnight on Sunday, Sept. 24 <sup>th</sup>
9/28	Read the article <i>Spelling, A Necessary Evil?</i> on D2L.	5-3-1 response form due to dropbox by midnight,



		September 28 <sup>th</sup> . No Discussion Board this week!
10/5	<b>NO CLASS, Dr Harrison at Illinois Reading Council Conference</b>	NO CLASS!!!
10/12	Read Chapter 5 <i>Word Recognition and Spelling</i>  Other spelling activities	Five writing prompts response to the chapter, (you can submit to dropbox on D2L, but we are discussing so please have access, or bring a hard copy to class)
10/19	Read Chapter 6 <i>Fluency</i>	Post the Reading Response Form to the Dropbox by midnight, October 19 <sup>th</sup> .  Post your connection and 2 questions from the Reading Response Form to your Discussion Board by midnight, Thursday, October 19 <sup>th</sup> . Your responses to your group members' questions (and connection, if applicable) are due by midnight on Sunday, October 22 <sup>nd</sup> .
10/26	Read Chapter 7 <i>Vocabulary</i>	4-Square Response due to D2L dropbox, by midnight, October 26 <sup>th</sup> . 2 questions to Discussion Board by midnight October 26 <sup>th</sup> , responses to posts due by midnight on Sunday, October 29 <sup>th</sup>
11/2	Read Chapter 8 <i>Comprehension</i>	Respond to the chapter by using the Response Log. Post the Response Log to the Dropbox by midnight Thursday, November 2 <sup>nd</sup> .  Post the Four Points for Discussion to your Discussion Board by midnight on Thursday, November, 2 <sup>nd</sup> . Your responses to the discussion points are due by midnight on Sunday, November 5 <sup>th</sup> .
11/9	Rubrics Presentation of Computer Projects	Computer projects due

11/16	Read Chapter 10 <i>Affective Factors</i>	5-3-1 response form due to dropbox by midnight, November 16 <sup>th</sup> . The three thinking questions are to be posted to your Discussion Board by midnight, November 16 <sup>th</sup> . The responses to posts due by midnight, Sunday, November 19 <sup>th</sup> .
11/23	THANKSGIVING BREAK!!!! EAT, DRINK, RELAX, and ENJOY!!!!	
11/30	Read the article, <i>How to and How Not to Prepare Students for the New Tests on D2L</i>	Double Entry Journal due to D2L dropbox, by midnight, Nov. 30 <sup>th</sup> ; also post to Discussion Board by midnight Nov. 30 <sup>th</sup> , responses to posts due by midnight on Sunday, Dec. 3 <sup>th</sup>
12/7	<b>Test Analysis Packet</b> Discussion of Results	<b>Test Analysis Packet Due</b>
12/14	Article Reviews due	Article Reviews due to Drop Box on D2L, by midnight December 14 <sup>th</sup> .

#### **Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.)**

- When meeting on campus: Attend all class meetings. Attendance is mandatory. You are to be here when class begins and to stay until class ends. This is a part of the expected professionalism of the field. In case of an absence, in-class assignments cannot be made up unless prior arrangements have been made with the professor, and class content must be obtained from another class member. Absences will be excused only in an emergency situation. Absences are unexcused unless written documentation is provided. If you must be absent, call or email the instructor **BEFORE** the class. For each unexcused absence, 5% of points will be deducted from the final grade. Students are responsible for all material assigned or covered in class as well as class announcements. Attendance will be recorded.
- When meeting on campus: Tardiness shows a lack of professionalism, as well as a lack of consideration for colleagues. Two tardies will be counted as an unexcused absence, and points will be deducted accordingly.
- ***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.***
- When meeting on campus: Proper classroom etiquette should be practiced in the classroom. ***Thus, you should not be texting, talking on your cell phone, emailing, or doing homework during class time. If you are doing any of the aforementioned activities during the class period, you will be marked absent.*** Cell phone usage is not permitted during class. To be ready to participate in each class meeting, you will have to complete reading and writing assignments.

**Special Accommodations**-If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

**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.
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### **Supplemental Instructions for Assignments**

#### **Article Review**

1. Carefully select a total of two recent articles (copyright 2012-present) 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  
The summary should be a well-written, proofed paper representative of graduate-level work.

#### **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) [description of assessments administered, how they are used, why they are administered]
  - b. power point presentation (12-15 slides) [assessment information relevant to parent education]
  - c. informational brochure [description of assessments administered, how they are used, why they are administered]
  - 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 must be directly related to reading diagnosis and assessment, or writing assessment. 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 the following as headings for your overview: Examples will be given in class.

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 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. Three of the testing instruments must be norm-referenced. (Note: If the Garfield Attitude Survey is given, it does not count toward the three norm referenced tests.)
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.
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. You may also choose assessments from your textbook.

#### **Informal Reading Inventories—required (includes multiple components for one assessment)**

- Roe & Burns Informal Reading Inventory

#### **General Ability Tests**

- Peabody Picture Vocabulary Test III (receptive vocabulary)

**Early Literacy**

- Observation Survey of Early Literacy
- Wepman Test of Auditory Discrimination
- Yopp-Singer

**Sight Word Tests**

- Dolch Basic Sight Word Test

**Word Analysis Skills**

- Early Names Test
- Names Test

**Comprehension Skills**

- Gates-MacGinitie

**Reading Fluency**

- 3-Minute Assessment

**Survey Tests**

- Gates-MacGinitie
- GRADE

**Spelling Tests**

- Bader

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. There are examples on the web page listed above (see top of page 2).

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 I'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.)