I. Course Description
In this course, students will become aware of the factors which influence reading achievement through the study and implementation of various assessments. Some attention will also be paid to instructional strategies. The primary focus will be on children who having difficulty reading. For the culminating project students will use the data collected and make informed educational decisions about a reading disabled child. In addition, doctoral students will research various formal assessments and present their findings to the class. Doctoral students will present reports on commercial assessment instruments to the class. This requirement will comprise at least 20% of their grade.

II. Rationale
This course is an advanced course which presumes graduates students have had introductory reading courses at the graduate level. Students will learn various assessment techniques which can be applied in the classroom with individual students or with groups of students. The course includes a supervised practicum in assessment.

III. State Adopted Proficiencies and Competencies
State Adopted Proficiencies – The state adopted proficiencies covered in this course include the following:

1. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.
2. Learner-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
3. Learner-Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

IV. TExES Competencies
The reading specialist understands and applies…
001 Knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students’ oral language development at the levels of early childhood through grade 12.
Knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students’ phonological and phonemic awareness at the levels of early childhood through grade 12.

Concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students’ reading acquisition at the levels of early childhood through grade 12.

Knowledge of word identification skills and strategies and instructional methods that promote students’ reading competence at the levels of early childhood through grade 12.

Knowledge of reading fluency and instructional methods that promote students’ reading competence at grades 1 through 12.

Knowledge of reading comprehension and instructional methods that promote students’ reading comprehension at the levels of early childhood through grade 12.

Knowledge of vocabulary development and instructional methods that promote students’ oral and written vocabulary knowledge at the levels of early childhood through grade 12.

Knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

Knowledge of assessment instruments and procedures used to monitor and evaluate students’ progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.

Knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.

Knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.

Knowledge of effective literacy instruction for students will reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.

Knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.
V. Course Objectives and Outcomes

1. The student will evaluate an informal reading assessment.

2. The student will identify the factors which influence reading achievement and be aware of how to assess these factors.

3. The students will understand the strengths and weaknesses inherent in assessment procedures.

4. The student will understand how to use various assessments.

5. The student will interpret test results and integrate them with information gleaned from observations and interviews; the final result will be a case study.

6. The student will blend knowledge, skill, intuition, and beliefs in making informed professional decisions concerning the means to diagnose and remediate a child's reading disability.

7. The student will become aware of cultural, social, and affective factors influencing a child's reading ability.

8. The student will be aware of some of the strategies used with reading disabled students.

9. The student will research an area of reading diagnosis and synthesis findings in a research paper.

10. Doctoral students will research various commercial assessments and present their findings to the class.

VI. Course Topics

A. A Model of Reading
B. Specific impediments to learning to read
   1. Intellectual ability
      a. developmental disorders
      b. learning disability
      c. retardation
   2. Emotional and social constraints
   3. Experiential and cultural background
   4. Visual and auditory problems
C. Informal diagnostic strategies
   1. Informal word recognition inventory
2. Informal reading inventory
3. Other informal assessment
4. Observational checklists

D. Standardized tests
   1. intelligence
   2. reading

E. Texas Assessments

F. Programming for readers with special needs
   1. IEP's / ILP
   2. Basic techniques
   3. Materials

G. Settings for instruction - regular classroom, resource room, after-school placements

H. Professional Associations

I. Commercial Assessments

VII. Instructional Methods and Activities

Methods and Activities for instruction include:
A. Traditional experiences (lecture, discussion, demonstration, guest speakers)
B. Clinical Experiences (simulations, cooperative groups, student demonstrations and presentations, role play)
C. Field experiences (case studies practicum)
D. Presentations on various literacy assessments

VIII. Evaluation and Grade Assignment

Assignments:
A. Case Study  (See appendix for more information.)
   A. Summary (not to exceed ten pages, typed, double-spaced) - sections:
      1. Pupil background — name, age, relevant school experiences, other relevant personal information.
      2. Listing of Tests Administered, Results & Interpretation.
      3. Summary of Corrective Action (Reference Gunning)
      4. Recommendations to classroom teacher, reading specialist, administrator, and parent.

   B. Supporting Material
      1. Should contain a log of the days you met with the child and family and teacher; should contain summary of child's reaction to testing: parent's reaction to questionnaire, etc. may be handwritten.
      2. Should contain all test protocols.
      4. Should be arranged so the materials can be easily retrieved.

B. Informal Reading Inventory Analysis  (See appendix and WebCT for more information)
   You will analyze a commercial informal reading inventory and present your findings to the class. As part of the assignment, you must administer a graded passage from
the IRI to a student. The student’s protocol will be shared with the class. You will provide specific information which will be added to a comprehensive IRI chart.

C. Practicum (See appendix and WebCT for more information.)
You will administer various assessments to a student on the campus during class meeting time. You will write up two instructional lesson plans based on your findings from the assessments.

D. Research Paper
You will write a research paper on a self-selected topic related to assessment. The paper must deal with assessing individual students. You may investigate formal or informal assessments.

a. You may choose to analyze a specific assessment instrument, such as the TPRI, DRA, Woodcock. If you select an established instrument, you must report on how it has been used in research studies, as well as how it is perceived by supports and critics. This is a report on the value of the instrument in assessing students.

b. You may choose to analyze or evaluate informal literacy assessments, such as teacher-designed instruments or portfolio assessment. If you select this topic, you must report on how the instrument or activity has been used, how it measures reading/writing behaviors, and whether or not it appears to be a statistically valid instrument. (See WebCT for more information.)

E. Article Analysis
You will write a reaction to a journal article related to assessment. (See WebCT for more information.)

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**GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Article analysis</td>
<td>20</td>
</tr>
<tr>
<td>Test Administration Practicum</td>
<td>40</td>
</tr>
<tr>
<td>IRI Analysis/Class presentation</td>
<td>30</td>
</tr>
<tr>
<td>Research paper</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>240</td>
</tr>
</tbody>
</table>

Grades:
- A = 92% - 100%
- B = 84% - 91%
- C = 76% - 83%
- D = 68% - 75%

**Course Policies**

**Late assignments**
Late assignments will not receive full credit. A deduction of 10% per day will be applied to any late assignment. Communicating an excuse for a late assignment does not constitute a waiver of the deadline or avoid the deduction.
**Academic Honesty Statement**

The TAMUCC Office of Judicial Affairs defines plagiarism in this way:

The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials.

[http://studentaffairs.tamucc.edu/JAffairs/ja_code_of_conduct_article1.htm]

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMUCC student). Appropriate citation of resources is required.

**Americans with Disabilities Act (ADA) compliance:**

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodation for the course.
### Tentative Course Schedule

Note: This class meets from 9:00 to 11:55 on Saturdays.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Introduction</td>
<td>Obtain textbooks</td>
</tr>
<tr>
<td></td>
<td>Professional Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nature of reading disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Book retrieval</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>No formal class</td>
<td></td>
</tr>
<tr>
<td>9/12</td>
<td>Interviews and attitude surveys</td>
<td>Chapters 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>IRI Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IWRI and IRI Administration</td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td>Web CT assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Released time for meeting and working on group IRIs</td>
<td></td>
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<tr>
<td>9/26</td>
<td>IWRI Administration and Interpretation</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>I.R.I. Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I.R.I. Interpretation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Running records</td>
<td></td>
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<tr>
<td>10/3</td>
<td>Spelling and Writing</td>
<td>Chapter 5</td>
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<tr>
<td></td>
<td>Interview forms</td>
<td></td>
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<tr>
<td></td>
<td>Standardized testing</td>
<td></td>
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<tr>
<td>10/10</td>
<td>Intelligence testing</td>
<td>Chapter 6</td>
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<tr>
<td></td>
<td>IRI presentations</td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td>Early Intervention</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Clinic discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case study discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IRI presentations</td>
<td></td>
</tr>
<tr>
<td>10/24</td>
<td>Clinic</td>
<td>Chapter 14 &amp; 15</td>
</tr>
<tr>
<td>10/31</td>
<td>Clinic</td>
<td></td>
</tr>
<tr>
<td>11/7</td>
<td>Research/writing day</td>
<td></td>
</tr>
<tr>
<td>11/14</td>
<td>Research reports</td>
<td></td>
</tr>
<tr>
<td>11/21</td>
<td>Research reports</td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td>No Class TAMUCC vacation</td>
<td></td>
</tr>
<tr>
<td>12/5</td>
<td>READ 6371 Reports</td>
<td>Research reports due</td>
</tr>
<tr>
<td>12/12</td>
<td>No class -- Case studies due</td>
<td></td>
</tr>
</tbody>
</table>
X. **Text**

XI. **Bibliography of Selected References**
APPENDIX

Informal Reading Inventory Analysis & Class Presentation

Source: Informal Reading Inventories will be distributed by Dr. Garrett. You may make an appointment to meet with her any time to discuss the assignment.

1. You will participate in an individual or group report on the IRI to the class. Your report will be accompanied by
   a. A protocol from the administration of a graded passage to a student.
   b. Information to be included in the Comprehensive Class IRI Comparison Chart. See WebCT for chart format.

Tentative List Of Informal Reading Inventories


GENERAL DIRECTIONS

Case studies should:

A. Be written in an objective manner in the third person.

B. Be written in complete sentences except for the listing of diagnostic data.

C. Be mechanically correct (spelling, grammar, punctuation, sentence structure).

D. Be organized in two sections: the case summary and the supporting information. The case summary should be divided into four sections: pupil background, diagnostic information, summary of corrective action, and recommendations. Each section should begin a new page. (More information about these sections appears below). The supporting information (called the log in the syllabus) includes:

a. Protocols for the tests and checklists that you used
b. A journal listing the days you met with the child and his/her reactions to the activities of the session.
c. Lesson plans for the three hours of instruction.
d. Interviews
e. Relevant student work
f. Any other "raw data"
g. Ideally, the supporting information would be easily retrievable by the reader. That would be include dividers, tabs etc. All supporting information may be handwritten.

E. Be written so that educated lay people can understand them.

Components.

Your case study will contain:

Cover page

Contain a cover page with the child's name, grade and school in the center. Your name, the course, my name, and the date should appear in the lower right corner.

I. Background information - This section should:

A. Contain information gained from the three interviews and from observations and interactions with your tutee and his/her parents.
B. Be written truthfully, but tactfully, so as not to offend the parents, the child, or the school.

C. Describe behaviors rather than draw conclusions.

D. Contain general information about the child's family (e.g. number of siblings, parental occupations etc.) [Note: refer to parents as “mother” and “father,” not “mom” and “dad,” etc.]

E. Mention the reason for referral.

II. DIAGNOSTIC INFORMATION

This section is the most important section in the case study. It should be divided into two subsections: a listing of the tests administered with the results and the interpretation of the results.

A. Diagnostic Results.
   This section is a listing of all assessments administered and your child's scores.
   a. You should start with the reading assessments, then the intelligence measure.
   b. All of the IWRI levels administered should be listed along with the child's percentages for each level administered.
   c. For the IRI graded passages, only the child's independent, instructional, frustration, and hearing capacity levels should be listed.
   d. Scores for fluency and self correction should be recorded for the running record as well as the source of the passage.
   e. Listing scores for the Slosson should include the IQ and the percentile.
   f. Other tests administered should be listed with scores meaningful to the reader. Generally, this would mean percentiles, grade equivalents or standard scores rather than raw scores. All tests should be properly identified. Test information from other sources may be included.

Examples:

Informal Word recognition Inventory (list source with full APA citation)

<table>
<thead>
<tr>
<th></th>
<th>Flash</th>
<th>Untimed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>P</td>
<td>90</td>
<td>95</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

Graded Paragraphs (list source with full APA citation.)

- Independent: preprimer
- Instructional: primer - first
- Frustration: second
- Hearing Capacity: none established
Elementary Reading Attitude Survey (list source with full APA citation)
Recreational Reading percentile
Academic Reading percentile
Overall percentile

Word Recognition Accuracy Rate: 92%
Error Correction Rate: 18%

Gates-MacGinitie Reading Test (list, APA style)

<table>
<thead>
<tr>
<th></th>
<th>Percentile</th>
<th>Grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>percentle</td>
<td>___</td>
</tr>
<tr>
<td>Comprehension</td>
<td>percentle</td>
<td>___</td>
</tr>
<tr>
<td>Total</td>
<td>percentle</td>
<td>___</td>
</tr>
</tbody>
</table>

B. Diagnostic Interpretation
This subsection is the interpretation of the test data from the first subsection. This section should be written in complete sentences and should be written so that an educated layperson could understand it. Jargon should be avoided or explained. Simple explanations of the tests, the results, and the levels established should be included. Limitations of each measure should be mentioned. Also, included will be an explanation of how your child performed on each measure.

C. The last paragraph should be a summary of the results of the testing. There should be mention of your child's strengths and weaknesses overall. The concluding statement should contain mention of the levels at which the child is functioning based on all the evidence available. The instructional and independent levels may be expressed as a range if this is appropriate. This last paragraph should not be more than seven sentences long.

III. SUMMARY OF CORRECTIVE ACTION - This section:
A. Should summarize the skills, attitudes, and strategies taught during the hours of instruction.
B. Should include relevant, objective observations of the child, and behavior and reactions during the tutoring sessions.
C. Is the least important of this case study.

a. RECOMMENDATIONS - This section:
A. Is one of the most important parts of the case study.
B. Should be numbered but still written in complete sentences.
C. Should contain recommendations about the child's instructional, independent, frustration, and hearing capacity levels. In some cases these may be expressed in a range. Again, the levels should be described so that an educated layperson could understand what you are saying.

D. Should contain information about the kind of reading (e.g. types of books, magazines, etc) which appeals to the interest of the child.

E. Should be written in the third person. Avoid the second person understood.

F. May contain recommendations for the parent, reading specialists, counselor, child, etc. However, the recommendations should not be labeled as such.

G. Should probably contain a recommendation that time be set aside for silent reading at home.

H. Should mention specific pedagogical strategies that may be used with the child. Again these should be written in language that an educated layperson would understand.

I. Should contain information about referrals to other agencies or people.

J. Should contain recommendations about the skills, habits, attitudes, and strategies which still need to be developed.

K. Should contain a brief explanation of the reason for a given recommendation.
Individual Learning Plan

(Use the format, not the form.)

Tutor’s name _______________________________       Date ___________________
Student’s name _____________________________       Grade _____  Inst.R.L. _____

Learning Behaviors:

What do you want the child to learn? What observable behaviors will be the result of the lessons? Write in terms of the child. Assume the first words are “the child will be able to...” Begin behavior statement with a verb.

Prerequisites:

What are the cognitive and affective entry behaviors the child should exhibit? In other words, what does the child already have to know or be able to do before instruction begins in order for the lesson to be effective?

Indicators of Need:

How do you know the child needs this instruction? Indications may come from formal testing, informal assessment, interviews with the child/parent/teacher, or your knowledge of appropriate skills for the child’s grade level.

Learning Activities:

What are you going to do in this lesson to develop the ability in the child? Number the steps. List materials and strategies to be used. Indicate the reading level of the material. Identify the amount of time to be spent on each section of instruction. Someone reading this plan should be able to visualize what you are going to do.

Indicators of Learning:

How will you know if the child has met with success in the lesson? How will you measure success through observations or evaluations?

Follow Up:

If the child did not totally succeed in this lesson, what will you do? What subsequent activities would you use?