I. Course Description
In this course students learn techniques for diagnosis and correction of reading problems as they work with children experiencing difficulty in learning to read. Prerequisite: 6 hours of graduate Reading courses including READ 5345.

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.

002 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.

003 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.

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

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

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

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

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

009 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.

010 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.

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

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

013 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:
   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.

Informal Reading Inventory Analysis (see Appendix and WebCT)
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.
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.

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.

- 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.
- 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.)

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>100</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><strong>220</strong></td>
</tr>
</tbody>
</table>

Grades:

A = 92% - 100%
B = 84% - 91%
C = 76% - 83%
D = 68% - 75%
IX. Tentative Course Schedule
Note: This class meets from 9:00 to 11:30 on Saturdays.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments (Text: Gunning)</th>
</tr>
</thead>
</table>
| 9/7  | Introduction  
Professional Organizations  
Course requirements  
Success Stories: Lightning  
Nature of reading disabilities  
Book retrieval  | Obtain textbooks |
| 9/14 | Interviews and attitude surveys  
IRI Overview  
IWRI and IRI Administration  | Chapters 1,2,3 |
| 9/28 | IWRI and IRI Administration  
Released time for meeting and working on group IRIs  |  |
| 10/5 | IWRI Administration and Interpretation  
I.R.I. Administration  
I.R.I. Interpretation  
Running records  | Chapter 4 |
| 10/12 | Spelling and Writing  
Interview forms  
Standardized testing  
DRA Analysis  | Chapter 5 |
| 10/19 | Intelligence testing  
IRI presentations  | Chapter 6 |
| 10/26 | Early Intervention  
Clinic discussion  
Case study discussion  
IRI presentations  | Chapter 7 |
| 11/2 | Clinic  | Chapter 14 & 15 |
| 11/9 | Clinic  |  |
| 11/16 | IRI reports  |  |
| 11/23 | IRI reports  | Research Papers Due |
| 11/30 | No Class – TAMUCC Vacation  |  |
| 12/7 | IRI reports  | Case Studies Due |

X. Text

XI. Bibliography of Selected References


XII. Additional Course Policies

Attendance/tardiness
Attendance will be recorded for this class. Points will be deducted for class absences. Notification of an absence does not constitute a class waiver.

Late work and Make-up Exams
Full credit will not be given for late assignments or unexcused missed conferences.

Extra Credit
Extra credit is not an option for this course.

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

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 TAMU-CC student). Appropriate citation of resources is required.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do.
Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The last day to drop this class is September 11, 2013. The last day to withdraw from the University is December 9, 2013.

**Scholarly Format**
Scholarly paper organization and citations must follow the APA Style Manual, 6th Edition. (Google it.)

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
**READ 5371: Objectives-Learning - Assessment Matrix**

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will evaluate an informal reading assessment.</td>
<td>Class readings Class lectures</td>
<td>• Powerpoint presentation of evaluation of informal reading inventory (IRI)</td>
</tr>
<tr>
<td>2. The student will identify the factors which influence reading achievement and be aware of how to assess these factors.</td>
<td>Class reading Class lectures and discussions</td>
<td>• IRI presentation • Research paper</td>
</tr>
<tr>
<td>3. The students will understand the strengths and weaknesses inherent in assessment procedures.</td>
<td>Class readings Class lectures and discussions</td>
<td>• IRI presentation • Research paper</td>
</tr>
<tr>
<td>4. The student will understand how to use various assessments.</td>
<td>Class readings Class lectures and discussions</td>
<td>• Practicum experience – administering assessments</td>
</tr>
<tr>
<td>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.</td>
<td>Class readings Class lectures and discussions</td>
<td>• Case study</td>
</tr>
<tr>
<td>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.</td>
<td>Class readings Class lectures and discussions</td>
<td>• Case study</td>
</tr>
<tr>
<td>7. The student will become aware of cultural, social, and affective factors influencing a child's reading ability.</td>
<td>Class readings Class lectures and discussions</td>
<td>• Case study</td>
</tr>
<tr>
<td>8. The student will be aware of some of the strategies used with reading disabled students.</td>
<td>Class readings Class lectures and discussions</td>
<td>• Case study</td>
</tr>
<tr>
<td>9. The student will research an area of reading diagnosis and synthesis findings in a research paper.</td>
<td>Independent research</td>
<td>• Written research paper</td>
</tr>
</tbody>
</table>
Appendix

Informal Reading Inventory Analysis & Class Presentation

Source: Informal Reading Inventories will be distributed by Dr. Young. You may make an appointment to meet with him 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


READ 5371/6371 CASE STUDY

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.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>preprimer</td>
</tr>
<tr>
<td>Instructional</td>
<td>primer - first</td>
</tr>
<tr>
<td>Frustration</td>
<td>second</td>
</tr>
</tbody>
</table>
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></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></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. 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.

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?