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…
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 with 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:
Sample Case Study (see Blackboard 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 Blackboard)
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.

*Reflections*
Chapter reflections submitted on blackboard.

*6371 Students*
Literature Review on your choice of topic in diagnosis (Pass/Fail)

**GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Reflections</td>
<td>30</td>
</tr>
<tr>
<td>IRI Analysis/Presentation</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150 points</strong></td>
</tr>
</tbody>
</table>

Grades:
- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
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>
| 8/29   | Success Stories  
Interviews and attitude surveys  
IRI Overview  
IWRI and IRI Administration  
Case Study Assignment | Obtain textbooks and Read Chapters 1, 2, and 3  
Reflection                                             |
| 9/5    | Labor Day Weekend – No Class                                         |                                           |
| 9/12   | Assessment Analysis  
Group IRI Assignment                                                    | Chapter 4                                 |
| 9/19   | Assessment Analysis  
I.R.I. Administration  
I.R.I. Interpretation  
Running Records  
Group IRI                                               | Chapter 5                                 |
| 9/26   | *No Class, Case Studies*                                            | Chapter 6                                 |
| 10/10  | Assessment Analysis  
Discuss Case Studies  
20 min to prepare  
**IRI Presentations**                                           | Chapter 7                                 |
| 10/17  | *In the Field, Case Studies*                                         | Chapters 8                                |
| 10/24  | *In the Field, Case Studies*                                         | Chapter 11                                |
| 10/31  | **Optional** Class Meeting for Case Study Support                    | Chapter 14                                |
| 11/7   | *No Class, Complete Case Studies*                                    | Chapter 15                                |
| 11/21  | **Present Case Studies**                                             | Case Study due for  
Revise/Resubmit option                        |
| 12/1   | **Online Final**                                                     | Turn in Case Studies via  
Blackboard                                    |

X. **Text**  
Thomas G. Gunning (2009) *Assessing and Correcting Reading and Writing Difficulties*  

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.tamu.cc/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.
<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</td>
<td>• Powerpoint presentation of evaluation of informal reading inventory (IRI)</td>
</tr>
<tr>
<td></td>
<td>Class lectures</td>
<td></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</td>
<td>• IRI presentation</td>
</tr>
<tr>
<td></td>
<td>Class lectures and discussions</td>
<td>• Research paper</td>
</tr>
<tr>
<td>3. The students will understand the strengths and weaknesses inherent in assessment procedures.</td>
<td>Class readings</td>
<td>• IRI presentation</td>
</tr>
<tr>
<td></td>
<td>Class lectures and discussions</td>
<td>• Research paper</td>
</tr>
<tr>
<td>4. The student will understand how to use various assessments.</td>
<td>Class readings</td>
<td>• Practicum experience – administering assessments</td>
</tr>
<tr>
<td></td>
<td>Class lectures and discussions</td>
<td></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</td>
<td>• Case study</td>
</tr>
<tr>
<td></td>
<td>Class lectures and discussions</td>
<td></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</td>
<td>• Case study</td>
</tr>
<tr>
<td></td>
<td>Class lectures and discussions</td>
<td></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</td>
<td>• Case study</td>
</tr>
<tr>
<td></td>
<td>Class lectures and discussions</td>
<td></td>
</tr>
<tr>
<td>8. The student will be aware of some of the strategies used with reading disabled students.</td>
<td>Class readings</td>
<td>• Case study</td>
</tr>
<tr>
<td></td>
<td>Class lectures and discussions</td>
<td></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.

Tentative List of Informal Reading Inventories


