



Fayetteville State University
School of Education
Department of Elementary Education
READ 620 Assessment and Evaluation of Reading Problems
Fall 2009

I. Locator Information:

Course: READ 620 Assessment and Evaluation of Reading Problems

Semester: Fall 2009

Credit Hours: 3 semester hours

Time: 0600-0850 pm

Instructor: Dr. Priscilla Manarino-Leggett

Phone: Office: 672-1586 Department Phone: 672-1538

Office: BU 341 Office Hours: Monday Tuesday Thursday 12-5 Other times by appointment

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II. Course Description:

A lecture/laboratory study of the nature and causes of reading disabilities with emphasis on clinical skills relating to the assessment and evaluation of reading difficulties. This course includes a required practicum experience. Prerequisites: READ 610 or permission of instructor.

Rationale: In order for reading teachers to become competent facilitators of learning, they need to be able to determine whether an individual shows a significant disparity between general potential, i.e. reading expectancy and actual achievement in reading. This involves making the following decisions: (a) choosing an appropriate measure of reading expectancy, (b) choosing an appropriate measure of reading achievement, (c) choosing a way to compare reading expectancy and achievement; and (d) deciding how large the discrepancy must be in order to be considered significant.

III. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbooks

McCormick, S. (2007) Instructing Students Who Have Literacy Problems, Upper Saddle River, NJ: Pearson Education ISBN: 0-13-171879-7.

Johns, J. (2008) Basic Reading Inventory. Dubuque, Iowa: Kendall Hunt Publishers. ISBN: 978-0-7575-5046-1 10TH Edition

Other assessments will be discussed and disseminated in class.

V. School of Education's Conceptual Framework:

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4)

research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities

VI. Course Goal:

The overall goal of this course is to provide clinical experiences for reading teachers to determine whether an individual has a reading problem by choosing appropriate measures of potential and achievement, conducting a thorough assessment and completing two case studies. Objectives are accomplished through assigned readings, class discussions, classroom presentations and practicum experiences in our on-campus reading clinic.

VII. STANDARDS FOR MASTER’S OF EDUCATION DEGREE LICENSE:

Learning Outcomes	Assessments	SOE Themes
Standard 1 Foundational Knowledge		
Demonstrate knowledge of language, reading and writing development. Compare and contrast the theories and research on the areas of language development and learning to reading and write.	Case Study Rubric, Individual Conferences Final examination	2,3
Standard 2 Instructional Strategies and Curriculum Materials		
Support classroom teachers in the acquisition and use of a wide range of curriculum materials.	Case Study Rubric Individual Conferences	3,6,7
Standard 3 Assessment, Diagnosis and Evaluation		
Identify differing stages of development, cultures, and linguistic backgrounds of learners.	Case Study Rubric, Individual Conferences, Final Examination	1,3
Synthesize and interpret assessment results and know how results guide instruction (e.g. norm-referenced tests, formal and informal inventories, open-ended responses, portfolio-based assessment, observations,	Case Study Rubric Individual conference, Checklist	7

anecdotal records, miscue analysis, journals, performance-based measures).		
Use a wide range of assessment strategies. Establish the significance of assessment in the delivery of evidence based reading instruction.	Case Study Rubric Individual Conference Test Critique	2,3,5
Place students along a developmental continuum; identify learners' proficiencies and difficulties.	Individual conference Case study Checklist, Rubric, Final Examination	2,3,5
Communicate results of assessments to relevant individuals.	Individual conference Case study Checklist, Rubric, Final Examination	1,2,7
Standard 4 Creating a Literate Environment		
Use student' interests, reading abilities, and backgrounds as foundations for the reading writing program.	Individual Conference on Case study Checklist Rubric	1,3,7
Model reading and writing enthusiastically as valued lifelong activities	Observation Discussion	1,2,3
Treat students as individuals NCPTS	Observation	1,3,5
Adapt instruction for benefit of students NCPTS	Observation	1,3,7
Know the ways in which learning takes place, and they know the levels of their students NCPTS	Case Study	1,2,5
Standard 5 Professional Development		
Display positive dispositions related to reading and the	In-class discussion Individual conference	1,2,3

teaching of reading		
Participate in, initiate implement and evaluate professional development programs	In-class discussion Individual conference	4,6

VIII. DIVERSITY

Diversity is primarily emphasized through the readings and clinical diagnosis. Diversity is assessed through the case study and class discussion.

IX. TECHNOLOGY

Teachers use Blackboard in order to upload assignments. They also visit several websites for research purposes. Rubrics are used for the case study and other assignments.

X. DISPOSITIONS

Teachers articulate connections between teacher dispositions and student achievement. They demonstrate an appreciation of literacy research on teaching practices. This is assessed through observations and case study rubrics.

XI. COURSE REQUIREMENTS:

Your grade in this course is determined by the following:

1. Conduct a detailed assessment of **Two** students' reading achievement and prepare a confidential case study of the findings along with instructional recommendations. Students must be at two different grade levels.
2. Use selected assessment instruments demonstrated in class.
3. Pass with proficiency administration of the following:
 - a. Slosson Intelligence Test
 - b. Informal Reading Inventory (Johns BRI) or Running Record
 - c. Word Analysis Assessments
 - d. Auditory Blending and Discrimination Assessments
 - e. A Spelling Assessment Test
 - f. A Writing Sample
 - g. Parent Interviews
 - h. Orientation to Print

Administer the following as needed:

Sight Words Assessment
Interest Inventories

4. Prepare a written and oral critical evaluation of a commercial diagnostic or survey test (using the form provided). A checklist will be used for evaluation.

5. Satisfactorily perform on a qualifying final exam. Each student is responsible for leading a chapter discussion and developing 5 questions and reproducing enough copies for each class member for each chapter read. The questions must be multiple choice and/or essay. Your exam will be 50% objective and 50% essay.
6. Actively participate in class discussions following presentation of chapter information. You are responsible for all notes and discussions which take place. If you are absent for an emergency, it is your responsibility to get the notes from a colleague. Class begins promptly; walking in late is a disturbance and distraction to others. Please keep all cell phones off. Please be prompt to all sessions. Please make certain all work is typed.
7. Maintain an electronic version of a literacy portfolio of all your work. This will help you prepare for your Product course, the exit requirement for the degree program.

XII. Evaluation Criteria:

Credit will be earned as follows:

Case Study 1	20%
Case Study 2	20%
Assessment Critique (written & oral)	20%
Qualifying Final	20%
Chapter Presentation/Class Participation	20%
TOTAL	100%

Grading Scale:

- A= Exceptionally High
- B= Good
- C= Satisfactory (acceptable for graduate credit)
- F= Failure (any level of performance below C)

XIII. Topic Schedule

<u>Date</u>	<u>Topics and Assignments</u>
Wk 1 8/24	Course overview, student introductions and course requirements
Wk 2	Definitions of Reading Read Chapter 1- Basic Concepts and Definitions in Reading-Prepare your questions
Wk3	Causes and Correlates of Individual Differences in Reading Ability

Read Chapter 2
S.I.T.

Wk4	Assessment for Identification of Reading Problems and General Reading Levels Chapters 3 & 4
Wk5	Assessment Continued Read Chapter 5 Basic Reading Inventory /Running Records
Wk6	Assessment Continued Read Chapter 6
Wk7	Literacy Assessment Critiques Due
Wk8	Mid term/break
Wk9	Diagnosis Case 1
Wk10	Diagnosis Case 1 - Diagnosis continued
Wk11	Case 1 Due
Wk12	Case 2 begin
Wk13	Continue with Case 2
Wk14	Rough Copy Due -Conference Final exam
Wk15	Final Copy Due Case 2 & Final Exam

XIV. Teaching Strategies:

Lectures, demonstration, clinical/field based, student presentations, discussions, and critiques.

V. Academic Support Services:

Smarthinking is available. This is an online tutoring service provided for all students. You may submit your writing for the class to the Online Writing Lab. It is accessible from Blackboard; it is listed as a Blackboard course.

XVI. Bibliography:

Applegate-DeKorby M.& A. Applegate. (2004) The critical reading inventory: Assessing students' reading and thinking. Columbus Oh: Merrill

Bean, R. M. (2004). The reading specialist. New York, NY: Guilford Press.

Cooper, D. (2005). Literacy: Helping children construct meaning. New York:

Houghton-Mifflin Co.

- Flynt, S. E. & Cooter, R. (2004) Reading inventory for the classroom & tutorial audiotape. Columbus, OH: Merrill.
- Gillet, J. W. & Temple, C. (2000). Understanding reading problems: Assessment and instruction, 5/e. Needham Heights, MA: Allyn & Bacon.
- Gunning, T. G. (2002). Assessing and correcting reading and writing difficulties, 2/e. Needham Heights, MA: Allyn & Bacon.
- Rubin, D. (2002). Diagnosis and correction in reading instruction, 4/e . Needham Heights, MA: Allyn & Bacon.
- Shankar, J. L. & Ekwall, E. (2000). Ekwall/Shankar reading inventory, 4/e. Needham Heights, MA: Allyn & Bacon.
- Simmons, J. (2000). You never asked me to read: Useful assessment of reading and writing problems, 1/e. Needham Heights, MA: Allyn & Bacon.
- Walker, B. J. (2000). Diagnostic teaching of reading. Columbus, OH: Merrill Publishing Company.
- Walker, B. (2004). Diagnostic teaching of reading: Techniques for Instruction and Assessment. Columbus, OH: Merrill
- Walpole, S. & McKenna, M. (2004). The literacy coach's handbook. New York, NY: Guilford Press, Inc.