

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL647

Course: Reading Assessment

New: FA 01



“The Teacher as Professional Educator”

I. Course Description:

The course will provide participating graduate students with guided practice in administration, scoring, and interpretation of informal and formal literacy assessment instruments and procedures as a means of making instructional decisions and an emphasis on National Board for Professional Teaching Standards. (3)

II. Prerequisites:

Graduate standing and successful completion of EL615, EL644 and EL646 or by permission of instructor.

III. Objectives of the Course:

The graduate student will:

- A. Know principles for diagnosing reading and writing difficulties,
- B. Understand the nature and multiple causes of reading and writing difficulties,
- C. Understand individualized and group interventions targeted toward those students in greatest need,
- D. Know the instructional implications of research in special education and psychology, and reflect upon other fields that deal with the treatment of students with reading and learning difficulties,
- E. Understand the use of effective reading diagnostic tools (including individualized intelligence tests, and informal and formal diagnostic procedures),
- F. Understand how to develop and utilize action research in improving literacy, and
- G. Understand the National Board Standards that relate to reading assessment.

IV. Expectations of Students:

- A. The graduate student will complete all assignments and actively participate in class activities, projects and discussions.
- B. The graduate student will accomplish thoughtful, critical analyses of the assigned reading and research material.
- C. The graduate student will analyze, synthesize and evaluate strategies, materials, and activities that have a common instructional relevance for children with diverse needs.

- D. The graduate student will analyze and evaluate instructional informational technologies to support literacy learning.
- E. An action research module will be developed to continue building competencies addressed in this class. Possible suggestions for the module for this course are: 1) Identify an individual student (or small group of students) who will benefit from diagnostic assessment and intervention strategies, 2) Develop literacy questions that need to be answered, 3) Select appropriate measures to assess the literacy questions, 4) Write a diagnostic report, 5) Develop a plan for intervention strategies.

V. Course Content or Outline:	Hours
A. Diagnosing reading and writing difficulties	9
B. Causes of reading and writing difficulties	9
C. Individual and group interventions of students with literacy needs	9
D. Instructional implications in related fields concerning the treatment of students with literacy problems.	9
E. Familiarity with and application of reading diagnostic tools.	9

VI. Textbook(s):

Johns, J. L. (2001). *Basic Reading Inventory*, (8th ed.). Dubuque, IA: Kendall/Hunt.

Manzo, A. & Manzo, U.C. (1993). *Literacy disorders: Diagnosis and remediation*. Fort Worth: Harcourt Brace Jovanovich College Publishers.

Library requirement: A review of literature available through our current library system will be required to support the action research project. Graduate students will need to access standardized assessment instruments from area school districts.

VII. Grading Policy:

Selection of appropriate assessment tools	15%
Administration of assessment tool(s) and self-critique	25%
Scoring of the assessment tools	25%
Written diagnostic reports	25%
Communication with parents and other professionals concerning the diagnostic report	10%

VIII. Knowledge Base:

Flynt, E. S., & Cooter, R. B., Jr. (2001). *Reading inventory for the classroom* (4th ed.). UpperSaddle River, NJ: Prentice-Hall.

Gillet, J. W., & Temple, C. (2000). *Understanding reading problems: Assessment and instruction* (5th ed.). New York: Addison Wesley Longman.

Johns, J. L., & Lenski, S. D. (2001). *Improving reading: Strategies and resources* (3rd ed.). Dubuque, IA: Kendall/Hunt.

National Board for Professional Standards. (1998). *Middle childhood/generalist standards*. Southfield, MI: Author.

Walker, B. J. (2000). *Diagnostic teaching of reading* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Yopp, H.K., & Yopp, R.E. (2000). Supporting phonemic awareness development in the classroom.
Reading Teacher, 54, 130-143.