

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL673

Course: Assessment in Reading

New: FA '01



“The Teacher as Professional Educator”

Catalog Description: A study of the causes of reading disabilities, assessment procedures, and methods for correction.

Course Description: This course is designed to provide teachers with instruction and experience in the evaluation of abilities and achievement in the area of literacy. Formal and informal assessment procedures will be examined and applied. This will lead to informed teaching instruction that will encourage an appreciation for literacy as a means of personal growth, enjoyment and lifelong learning.

Rationale: Participating teachers should experience guided practice in administration, scoring, and interpretation of informal and formal literacy assessment instruments and procedures as a means of making instructional decisions. Class room teachers should assess literacy difficulties and prescribe instructional strategies that will encourage an appreciation for reading and writing as a means of personal growth, enjoyment, and life-long learning.

Credit Hours: 3

Prerequisites: Successful completion of the program's core courses and Theoretical and Knowledge Base of Reading or Improvement in Teaching Reading: Inquiry and Research

Conceptual Framework:

Course Objectives:

The 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, 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 formal and informal diagnostic procedures).

Course Content: This course was developed in an outcomes-based format and was designed to conform to the 45 contact hour expectation common for three credit hour courses. The specific course content, outlined in the course objectives, will be delineated by the instructional design team and the instructor of record.

- 1) Diagnosing reading and writing difficulties
- 2) Causes of reading and writing difficulties
- 3) Individual and group interventions of students with literacy needs
- 4) Instructional implications in related fields concerning the treatment of students with literacy problems
- 5) Familiarity with and application of reading diagnostic tools

Methods of Instruction: E-mail, online exams and quizzes for student self-evaluation, threaded discussion, reflections, and web-based research on appropriate assessments and interventions.

Portfolio Requirement: A portfolio module will be developed to give evidence of competencies addressed in this class. Possible suggestions for the portfolio module for this course are:

- 1) Identify an individual student (or small group of students) who will benefit
- 2) from diagnostic assessment and intervention strategies.
- 3) Develop literacy questions that need to be answered.
- 4) Select appropriate measures to assess the literacy questions.
- 5) Write a diagnostic report.
- 6) Develop a plan for intervention strategies.

Research Component: The students will research various assessment instruments to use in their diagnosis of student(s) reading difficulties, and will also research instructional strategies that best meet the identified needs.

Grading Policy: Specifics to be determined by the instructional design team and the instructor of record.

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

Course Schedule: To be determined by the instructional design team and the instructor of record

Textbooks (Title, Author, ISBN): Selected by the instructional design team and the instructor of record. Suggested texts:

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

Johns, J. L. (1996). *Basic reading inventory* (7th ed.). Dubuque, IA: Kendall/Hunt.

Library Review: A review of literature will be required to support the action research project.

Other Required Software, Materials and Equipment: Additional materials may be selected by the instructional design team and the instructor of record. Students will need to access standardized assessment instruments from area school districts.

Statement on Non-Discrimination: Missouri's public universities are equal-opportunity educational institutions and do not discriminate on the basis of race, color, national or ethnic origin, religion, sex, or sexual orientation for programs, activities, or employment, in accordance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments.

Statement on Academic Honesty: Missouri's public universities are committed to intellectual integrity in their academic pursuits. Academic dishonesty constitutes unacceptable behavior and includes unauthorized assistance in completing required course assignments or testing. Unauthorized assistance includes electronic transfer. Plagiarism, that is, submitting someone else's work or part there of, as your own, is considered to be cheating.

Breaches of intellectual integrity will result in disciplinary measures, based on the policies and procedures of the student's home institution. These may include:

- 1) a failing grade for a particular assignment;
- 2) a failing grade for the course;
- 3) suspension for various lengths of time from the university; and/or
- 4) permanent expulsion from the university.

Statement on Student Disabilities: Reasonable accommodations will be provided upon request for persons with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. If you are a person with a disability, either learning related or physical, who requires an accommodation to

participate in university programs, services, or activities please contact the disability services staff at your university of record.

Expected Enrollments: 20-25

Special Fees: None

Bibliography:

Allington, R. L. (2001). *Struggling readers: Designing research-based programs*.

Allington, R.L., Walmsley, S. A. (Eds.). (1995). *No quick fix: Rethinking literacy programs in America's elementary school*. Newark, DE: International Reading Association.

August, D., & Hakuta, K. (Eds.). (1997). *Improving schooling for language minority children: A research agenda*. Washington, DC: National Academy Press.

Clay, M. (1994). *Reading Recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann Educational Books, Inc.

Cunningham, P.M. (1995). *Phonics they use* (2nd ed.). New York, NY: Harper Collins College Publishers.

Darling-Hammond, L., Ancess, J., & Falk, B. (1995). *Authentic assessment in action: Studies of schools and students at work*. New York: Teachers College Press.

Durkin, D. (1978-79). What classroom observations reveal about reading comprehension instruction. *Reading Research Quarterly*, 14, 481-533.

Figueroa, R.A. & Garcia, E. (1994). Issues in testing students from culturally and linguistically diverse backgrounds. *Multicultural Education*, 2(1), 10-19.

Freppon, P.A. & Dahl, K.L. (1998). Theory and research into practice: Balanced instruction, insights and considerations. *Reading Research Quarterly*, 33(2), 240-251.

Goodman, K., Goodman, Y., Hood, W. (Eds.). (1989). *The whole language evaluation book*. Portsmouth, NH: Heinemann Educational Books, Inc.

Goodman, Y.M. (1997). Reading diagnosis – qualitative or quantitative? (RT Classic) *Reading Teacher*, 50(7), 534-538.

Harp, B. (1996). *The handbook of literacy assessment and evaluation*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Hunt, L.C. (1997). The effects of self-selection, interest, and motivation upon independent, instructional, and frustration levels. (RT Classic). *Reading Teacher*, 36(4), 278-282.

Radencich, M.C., Beers, P.G., & Schumm, J.S. (1993). *A handbook for the k-12 reading resource specialist*. Boston: Allyn & Bacon.

Raphael, T.E. (1982). Questioning-answering strategies for children. *Reading Teacher*, 36, 186-190.

Raphael, T.E. (1986). Teaching question-answer relationships, revisited. *Reading Teacher*, 39, 516-522.

Rhodes, L.K. (Ed.). (1993). *Literacy assessment: A handbook of instruments*. Portsmouth, NH: Heinemann Educational Books, Inc.

- Samuals, S.J. (1997). The method of repeated readings. (RT Classic). *Reading Teacher*, 50(5), 376-381.
- Routman, R., (1988). *Transitions from literature to literacy*. Portsmouth, NH: Heinemann Educational Books, Inc.
- Tierney, R. (1998). Literacy assessment reform: Shifting beliefs, principled possibilities, and emerging practices. *The Reading Teacher*, 51(5), 373-390.
- Vellution, R.F. et al. (1996). Cognitive profiles of difficult-to-remediate & readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disabilities. *Journal of Educational Psychology*, 88, 601-638.
- Valencia, S.W., Hiebert, E.H. & Afflerbach, P.P. (Eds.). (1994). *Authentic reading assessment: Practices and Possibilities*. Newark, DE: International Reading Association.