

John Carroll University
Department of Education and Allied Studies
Spring 2005

Course #: **ED 456 (EC and MC Licensure Programs) Section: 51**
Course Title: **Reading Assessment and Intervention**

Rationale: Reading and writing are viewed as interactive processes. Readers (writers) apply prior knowledge of language, the world, and print to construct meaning of text (National Reading Panel, 2000; Perfetti, 1995; Rudell & Unrau, 1994). Teachers have a responsibility to understand reading and writing processes and literacy development to effectively diagnose children's literacy strengths and needs. Diagnosis is seen as a dynamic, problem-solving process that relies on knowledgeable teachers to make informed decisions (Morris, 1999; Roskos, Boehlen, & Walker, 2000). Classroom teachers need to know basic approaches to assessment and how to administer literacy assessments that will inform instruction. Translating assessment results to practice requires that teachers know what strategies work best for whom under what conditions. This knowledge base constitutes the foundations of diagnostic teaching.

Instructional Procedures:

The course will involve a high level of interaction among the students and the instructor. Lectures will be interspersed with hands-on experiences and video clip demonstrations of assessment and instruction. Participation will take the forms of: independent reading and writing; small and large group discussions; case study presentations; and practice through clinical experiences. Clinical experiences include analysis of video clip assessment demonstrations and case studies.

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator of Students with Disabilities (est. 4967) as soon as possible. Accommodations will not be granted retrospectively.

Links between JCU Conceptual Framework, State Standards, and Performance Assessments:

Noted in smaller font are the related standards for EC (NAEYC) and MC (NMSA).

JCU Framework	State Reading Core Standards	Performance Assessments
<p><u>Child and adolescent development</u>: understands how children learn and develop literacy; understands how children differ in their approaches to learning; demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners</p>	<p>2.4 understands what the reader brings to the reading/literacy situation</p> <p>NAEYC Standard 1</p>	<p>Clinical: video case analyses</p>
<p><u>Curriculum, learning, and instruction</u>: understands and uses formal and informal assessment strategies</p>	<p>3.8b is able to design and implement appropriate emergent literacy instruction and assessment practices</p> <p>NAEYC Standard 3</p> <p>4.3 creates and implements programs designed to address the strengths and needs of individual learners</p> <p>NMSA Standard 5</p> <p>8.1 recognizes assessment as an ongoing and indispensable part of reflective teaching and learning</p> <p>8.2 is knowledgeable about the characteristics and appropriate applications of widely used and evolving assessment approaches</p> <p>8.3 conducts assessments that involve multiple indicators of learner progress and takes into account the context of teaching and learning</p> <p>8.4 uses information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student-self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning</p> <p>8.5 creates assessment that take into account the complex nature of reading, writing, and language and that are based on a range of authentic literacy tasks using a variety of texts</p> <p>8.6 aligns assessment with curriculum and instruction</p>	<p>Review early literacy assessment; diagnostic report</p> <p>Diagnostic assessments (reading, writing, spelling, oral language, phonemic awareness, motivation)</p> <p>Readings and discussion</p> <p>Assessment demonstrations and analysis</p> <p>Instructional plans</p>
<p><u>Contexts</u>: creates a learning environment of respect and rapport</p>	<p>4.1 understands and is sensitive to differences among learners and how these differences influence reading</p>	<p>Reviews assessments; case report (instructional recommendations)</p>
<p><u>Teacher as person</u>: reflects on teaching</p>	<p>4.5 collaborates with parents, support personnel, and others to support students' reading and writing development</p> <p>NAEYC Standard 5 NMSA Standard 7</p>	<p>Conduct assessments; diagnostic case report</p>

Course Outline:

Date	Topic(s)	Readings	Assignments Due
1/19	Course Introduction Reviewing Literacy Knowledge		
1/24	Assessment: Types and Principles	Caldwell 9	
1/26	Assessment: Types and Principles Standardized Testing	Caldwell 1&2	
1/31	Standardized Testing NCLB and Diagnostic Achievement Testing		
2/2	Diagnostic/Achievement Testing		
2/7	Good Reader Behaviors and Ohio ELA Content Standards	ELA Standards: Review Book	
2/9	Quiz I Begin IRI Process	Caldwell 3	
2/14	IRI Process	QRI pp.1-33	
2/16	IRI Process		
2/21	Early Literacy	Caldwell 4 Ganske 1	
2/23	Early Literacy	Ganske 2&3	
2/28	Independent Study	Ganske 4	
3/2	Independent Study	Ganske 5	
3/7	Quiz II Designing Standards-Based Lessons to Address Student Needs	Ganske 6 & 7	
3/9	Assessing Orthographic Knowledge	QRI pp. 34-68	
3/14	Assessing Word Identification	Caldwell 5	Case Report 1 Due
3/16	Assessing Word Identification		
3/21	Assessing Fluency	Caldwell 6	Instructional Plan and Sample Lesson Due
3/23	Assessing Fluency	QRI pp. 69-84	
3/28	Spring Break		
3/30	Spring Break		
4/4	Assessing Comprehension	Caldwell 7	
4/6	Assessing Comprehension	QRI pp. 85-110	
4/11	Assessing Writing		
4/13	Assessing Writing		
4/18	Assessing Motivation	Caldwell 8	
4/20	Quiz III Summarizing and Reporting Assessment Data		
4/25	Independent Study		
4/27	Reading Disabilities/Intervention Programs		
5/2	Independent Study		Case Study 2 Due

			Instructional Plan and Sample Lesson Due During Exam Week
--	--	--	--

General Guidelines for Participation and Evaluation:

Student performance will be evaluated through a combination of class attendance, participation in clinical work, quizzes, case studies, instructional plans, and oral and written reports.

- a. Attend and participate: (see Undergraduate Bulletin p. 94). Points will be deducted for absences. Students should notify the instructor on or before the day of class in the case of necessary absences.
- b. Complete all assignments and activities prior to class: Be prepared to discuss assigned readings. Bring notes, graphic organizers, or summaries of readings in preparation for discussion.
- c. Diagnostic case studies: Review assessments of individual students to identify strengths and needs in reading, writing, spelling, oral language, motivation – early literacy case study and reading assessment case study.
- d. Instructional plan: Design an instructional plan to address the needs of the student (for each case study) in relation to the ELA standards, benchmarks, and grade level indicators as appropriate.
- e. Diagnostic reports: (Benchmark—include in candidate’s Portfolio) must be typed (see Early Literacy Report and Reading Assessment Report Guidelines).

<u>Criteria</u>	<u>Percent of Grade</u>
Attendance/Participation	10
Quizzes (3)	30
Diagnostic case studies & reports (2)	40
Instructional plans and sample lesson (2)	20

Incomplete: With the instructor’s permission and under certain circumstances. (See the Undergraduate Bulletin for further explanation.) Failure to complete the work in the given time frame will result in a grade of “F.”

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator for Students with Disabilities (Ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.

Writing Style: APA 5th Edition

Evaluation of Diagnostic Reports (Benchmark Task for ED 456)

	excellent 5	very good 4	good 3	fair 2	weak 1
thoroughness and appropriateness in conducting all parts of assessment					
accuracy in data recording on assessment and summary forms					
documentation of analysis; accurate use of both quantitative and qualitative methods					
grounding and extent of interpretations regarding strengths and needs; takes into account ELA Standards, Indicators					
usefulness of goals for instruction					
clarity in description of procedures, results, and interpretations; accuracy in reporting data					
writing mechanics, coherence, organization					

Representative Works Consulted:

Barr, R., Blachowitz, C. L., & Wogman-Sadow, M. (1995). *Reading diagnosis for teachers: An instructional approach* (3rd ed.). White Plains, NY: Longman.

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

Graves, M., Juel, C., Graves, B. (2001). *Teaching reading in the 21st century* (2nd ed.). Boston: Allyn and Bacon.

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

Peer Reviewed Journals Consulted:

Reading Research Quarterly
The Reading Teacher
Handbook of Reading Research