

**Loyola University Chicago
School of Education
CIEP 424: Diagnosis, Assessment and Evaluation in Reading**

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Course Location	School of Communications, Rm. 013, <i>Thursday, 4:15-6:45PM</i> ;*and onsite observations
Course Information	Additional course materials will be available on Blackboard

In “a heterogeneous class of sixth-graders, *in one school year, the top three readers will read more than the lowest three readers will read in 46 years!*” In addition, “*it would take the lowest reader in the sixth grade 591 years to read as many words as the top reader!*” (Gillet & Templeton with Crawford, 2000, p. 39)

Course Description

The purpose of this advanced course in assessment, diagnosis, and evaluation of reading problems is to acquire strong knowledge and theory bases for using assessment to inform literacy instruction. Reading candidates will learn to diagnose students’ reading problems and analyze vignettes of older readers and their classroom literacy assessment data, including various formal and informal assessment examples. The process of diagnosis, assessment and evaluation will be used to make strategic decisions for supporting a diverse group of K-12 struggling readers. Emphasis will be on reading candidates’ decision making to select appropriate assessments and plan instruction that will advance students’ reading success.

The School of Education’s Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community service agencies to enhance life-long learning in the Chicago area. By using this conceptual framework as a guide to teaching, candidates will be able to broaden their commitment to using quality, research-based literacy practices:

- Knowledge**—develop knowledge of research-based literature practices to enhance teaching and communication.
- Skills**—model effective reading, writing, speaking, and listening practices to refine literacy instruction. Use these effective communication systems to build capacity for success in teaching a diverse population of learners.
- Ethics**—use knowledge and skills to make reasoned decisions about what is just while simultaneously developing professional and ethical understandings of what students need.
- Service**—consider how your actions honor and serve others.

Diversity--This course incorporates diversity in education and schooling because it is critical to the development of successful readers and writers. We will spend time learning how to support the needs of diverse learners as we develop a repertoire of literacy strategies, assessments, and techniques that can be used effectively to engage all students.

Technology is used to enhance instruction whenever possible. Candidates will use Internet-based resources and Blackboard to design instruction and reflect on students’ literacy assignments and work.

See BlackBoard Course Web Site: <http://blackboard.luc.edu/webapps/login>
See the *IRA Position Statement on the Reading Coach* related to the role of literacy coaches in the U.S. Please read and prepare for the quiz: <http://www.reading.org/General/AboutIRA/PositionStatements/ReadingCoachPosition.aspx>

Required Text: Gillet, J.W., Temple, C., & Crawford, A.N. (with A. Crawford). (2007). *Understanding reading problems: Assessment and instruction*. Boston: Pearson Allyn & Bacon. (ISBN 10:0205520286)

Candidates will understand the theoretical perspectives underlying the diagnosis, assessment and evaluation of students’ reading difficulties in the following **course objectives**. Through successful completion of this course, candidates will:

1. understand the underlying principles of diagnosis, assessment and evaluation of students’ reading difficulties. (IRA3.2)
2. develop competency in interpretation of informal and formal test measures. (IRA3.3)
3. understand various ways in which intellectual, physical, social and emotional factors influence reading development. (IRA1.1)
4. demonstrate selection and use of diagnostic materials from a range of data for tutoring and classroom use. (IRA3.1)
5. demonstrate ability to conduct informal assessments and relate to strategic reading support with particular sensitivity to cultural and linguistic diversity. (IRA3.3)
6. implement classroom-wide screening to identify students who are most likely to manifest reading difficulties. (IRA3.2)
7. organize and interpret test/assessment results to other professionals and *families*.(IRA3.4)
8. collaborate with the classroom teacher to provide developmentally-appropriate and strategic reading instruction (IRA3.3, IRA4.1, 4.2, 4.3, 4.4; IRA5.1)

NCATE Core Assessment for CIEP 424

CIEP 424 includes an NCATE Core Assessment. Candidates enrolled in this course will submit their Class Screenings to Livetext for Core Assessment Evaluation based on the following rubric:

Data Sources	Attitude Surveys Interests Running Records Guided Reading Levels Developmental Spelling Comprehension Levels Special Needs Language Information Other	Includes all of the important data sources and assessments to guide instructional decisions	Includes some of the important data sources and assessments to guide instructional decisions	Does not include adequate data sources and assessments to guide instructional decisions
School Data and Other Assessments IRA2003.3.1 IRA2003.3.1.RS	School Data Source Examples Dibels ISEL Accelerated Reader Reading Assessment Parent/Family Information RTI Other (name)	Includes all of the school data important for decision making and instruction	Includes some of the school data important for decision making and instruction	Does not include adequate school data important for decision making and instruction

<p>Organization of Instructional Grouping Plan IRA2003.2.1 IRA2003.2.1.RS IRA2003.3.2 IRA2003.3.2.RS</p>	<p>Data from each student informs grouping plan for literacy instruction</p>	<p>Designs overall plan to strategically address literacy needs of all students in appropriate time and number of sessions per week</p>	<p>Designs overall plan to adequately address literacy needs of most students in appropriate time and number of sessions per week</p>	<p>Does not design adequate plan to address literacy needs of students in appropriate time or number of sessions per week</p>
<p>Literacy Instruction for Student Grouping Plan IRA2003.3.3 IRA2003.3.3.RS</p>	<p>Literacy Instruction is comprehensive and organized to engage students and provide strategic instruction throughout the week that will result in students' literacy success.</p>	<p>Focuses on key instructional areas in guided reading, comprehension skill, and fluency; instruction is strategically aligned with student needs</p>	<p>Focuses on some key instructional areas in guided reading, comprehension skill, and fluency; instruction is strategically aligned with student needs</p>	<p>Does not focus on key instructional areas in guided reading, comprehension skill, and fluency; instruction needs to be aligned with student needs</p>
<p>One-page Summary of Teaching Plans/ Aligned with All Data Sources</p>	<p>Comprehensive summary of "assessment to inform instruction" is convincing and accessible.</p>	<p>Provides convincing ways to use assessment to inform instruction that meet all students' literacy needs.</p>	<p>Provides adequate ways to use assessment to inform instruction that meet most students' literacy needs.</p>	<p>Does not provide adequate ways to use assessment to inform instruction that meet students' literacy needs.</p>
<p>CF 6: Candidates demonstrate professional decision making skills and behaviors in advancing social justice and service. IL-LUC-CF.6</p>	<p>All literacy decisions and actions in the comprehensive screening demonstrate candidate’s capacity to advance social justice and service.</p>	<p>Provides convincing evidence across all data sources and reports that candidate advances social justice and service.</p>	<p>Provides adequate evidence across all data sources and reports that candidate advances social justice and service.</p>	<p>Does not provide evidence across all data sources and reports that candidate advances social justice and service</p>

Expectations:

Professional knowledge is developed through active participation in each class experience. Attendance and punctuality are two professional behaviors that are extremely important. Professional attitudes and dispositions are related to values such as caring, fairness, honesty, responsibility, and social justice. Some of the ways you can exhibit appropriate attitudes and dispositions in CIEP 424 include, but are not limited to the following:

- (a) Value Others: respect the comments/ideas of your peers and instructor, and
- (b) Attitude: acquire knowledge and skills because they are important as a reading specialist, not just because they are necessary for obtaining a certain grade. This attitude can be demonstrated by active listening and the use of diplomatic language when you disagree with your peers’ or the instructor’s ideas and/or by completing quality small, non-graded assignments.

- (c) Attendance: Candidates are expected to attend all classes. Since you must be present to interact with other class members and make decisions about assessments to inform instruction, attendance is important. You will be allowed one absence for illness or a family emergency; for any other emergency, please consult with the professor. “Attendance and Active Classroom Participation” include public discussions in whole group conversations and online discussions.

Assignment Due Dates and Other Submission Requirements

All assignments are due at the beginning of class (at the time class begins) on the date designated in the “Schedule of Session Topics and Assignments.” Late assignments will result in a 5% deduction of points for that assignment for each calendar day the assignment is late). Final drafts of all written assignments are to be word processed using standard American English and should be free of distracting errors in grammar, usage, spelling, punctuation, and sentence structure. Please double-staple in the left hand corner; *save trees* whenever possible.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago’s Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Grade Determination:

All assignments integrate the use of effective spoken and written communication skills in Standard English and the evaluation of one’s own work for both content and mechanics. The final option of raising or lowering your grade is based on attendance, participation, and the instructor’s review of active participation points earned.

Assignment	Points	Due
1. Class Screening and Results Coaching of the classroom teacher	30 points 15 points	Sept. 30
2. Quiz on formal and informal assessments useful for diagnosis, assessment and evaluation of students’ reading problems; IRA Reading Coach position statement. Option 1: take in-class quiz. Option 2: Take the online Reading Specialists practice exam. Copy and submit all information and scores.	25 points	Oct. 7

Clinical Literacy Teaching

1. Student Tutoring grades 2 through 9 (choose student/s) (110 pts total)	90pts	Oct. 14 – Nov. 18
<p>Plan and implement lessons; parent and teacher reflections and reports of case. Assessment, instructional data, and reflections (teacher/parent) related to Student 1 Assessment, instructional data, and reflections (teacher/parent) related to Student 2 Assessment, instructional data, and reflections (teacher/parent) related to Student 3 Reflections about tutoring and coaching, and the impact of working with small group literacy instruction. Folder: Please include tutoring logs, coaching reflections, reports and your reading specialist thinking about the effectiveness of your instruction, what you would do differently when tutoring again, and the impact of your coaching on the classroom teacher and parent/s.</p>		
	20 points	Dec. 9
2. Active class participation and involvement across the semester (clinicals, interactive class discussion, reflections and moderation on chapter foci)	20 points	End of course
	<u>Total: 200</u>	

Grading Scale:

To receive a grade for CIEP 424, all assignments must be completed. Course grades are assigned based on the following criteria *and* attendance/class participation:

Grade	Points	Grade	Points
A	186-200	C	146-153
A-	180-185	C-	140-145
B+	174-179	D+	134-139
B	166-173	D	126-133
B-	160-165	D-	120-125
C+	154-159	F	Below 120

Course Assignments

1. Class Screening (30pts.) Coaching classroom teacher (15pts.)

Collect class data on all students in one class (determine class level). Chart the following information:

- a. Running record instructional text level
- b. Developmental Spelling Level
- c. Interests of each student
- d. Attitude survey if available
- e. School data important to your grouping decisions
- f. Special information such as ELL, special needs student, primary language

Group students for literacy instruction and focus based on your data. Turn in the matrix of information and your one page summary of literacy teaching plans related to your students’ needs. Submit a reflection on the coaching and debriefing with the classroom teacher on the screening results. Include the teacher’s feedback on what he/she learned and how the information might be applied in future literacy instruction.

2. Quiz over Diagnosis, Assessment, and Evaluation of Students’ Reading Difficulties (25 pts.)

The purpose of this quiz is to prepare candidates for the Illinois Reading Specialist Content Exam. Two options: Class quiz and the Reading Coach Position Statement

(<http://www.reading.org/General/AboutIRA/PositionStatements/ReadingCoachPosition.aspx>) (IRA)

(www.reading.org). Different types of scenarios, essays, and multiple choice questions will provide opportunities for candidates to practice applying information about reading content and processes to classroom situations. Or, you may take the online Reading Specialist practice exam and submit all information and scores.

Clinicals

3. School Tutoring (Grades 2 through 9) (90 pts.) Coaching parents/teacher (20pts.) Oct. 14 – Nov.18, 2010

Total: 110 points

a. Instruction. Provide for appropriate reading instruction with your students and implement a minimum of 2 tutoring sessions per week. You may partner with another Loyola reading candidate based on the age and grade level of the students you choose to tutor. Please exchange phone numbers with your partner to call in advance if you cannot attend the tutoring session that day. Though partner teaches, you will need to make up the class.

b. Background Information. Review and become familiar with available information regarding your student/s. This information is based on informal assessments, attitude surveys, and any formal data that is available on your students’ literacy competencies.

c. Parent Communication and Conferencing. Meet with or contact parents during the introductory meeting and also during the last week of tutoring. Be sure to ask for explicit contact information to call or informally chat during the sessions. Prepare a parent-friendly note to share your student’s successes and focus for continued study. Write up a one-page summary of your interactions and reflections and submit your parent letters in your case information. In the situation when a parent or guardian is not available, submit all weekly teacher reports and a final reflection on debriefing with the classroom teacher. (Parent and teacher coaching reports **20 points**)

d. Instructional Planning. Create meaningful and sound lessons and activities for your students. Keep a record of all meetings and activities in your **Practicum Weekly Log** (include artifacts and handouts each week for review by your professor for feedback before implementation).

e. Class Meetings. Bring questions for online class discussions related to text readings and your personal experiences. Discuss materials, student artifacts, strategies, and professional readings to share with the class.

f. Conferences with the Instructor. It is the responsibility of the student to request additional conferences with the instructor to be made aware of situations needing support during the tutoring experiences.

4. Active Class Participation (20 pts.)

Candidates will be asked to submit evidence and justification of their involvement in the course. The instructor will determine final points based on the evidence and quality of work.

**Tentative Course Calendar
CIEP 424 Fall, 2010**

Date	Topic	Assignment due on date listed
Sept. 2	Introductions & Course overview Ch. 1: Reading and Its Assessment overview	Begin reading and choose tutees for guided reading instruction
Sept. 9	Ch. 2: Informal Periodic Assessments Discussions: --Comprehension, sight words, fluency development and research on reading fiction and non-fiction; Ch. 3: Ongoing Assessments --Readability and lexiles	Review chapter 1 information Read: Ch. 2: pp. 56-57-- reading levels; pp. 57-68 – analyzing comprehension pp. 270-273-- listening comprehension development p. 74 – The Names Test and scoring Read Ch. 3: pp. 78-122 –Review and focus on readability and lexiles Gather data for class screening
Sept. 16	Ch. 4: Assessing Spelling and Writing Ch. 6: Emergent and Beginning Literacy Ch. 7: Teaching Developing Readers	Ch. 4—Consider additional questions about assessing spelling and writing Topic presentations: 1. Readability, lexiles and matching texts to readers 2. 6 Traits writing 3. Transitioning from Invented Spelling 4. Writing Workshop for older readers and writers 5. Word analysis beyond primary grades 6. Other Continue to gather data for class screening
Sept. 23	Portfolio Presentations of Masters Degree candidates- <i>tentative</i>	Location to be announced
Sept. 30	Ch. 8: Assessing and Teaching Older Readers Discuss/Present <i>Classroom Screenings</i> and related <i>Strategy Lesson</i> to boost students’ literacy competencies	Ch. 8—Review chapter for class; learn how to reduce learned helplessness Prepare one strategy (with handout) listed in chapter 8 to share with the class that is the best choice for boosting literacy understandings for your group of struggling readers in the class screening. Review intervention research programs and RTI intervention <i>*Classroom Screening Due Remember to apply for ISBE tests!</i>
Oct. 7	Ch. 9: Strategies for Teaching Reading and Writing to English Language Learners <i>Quiz</i>	Ch. 9: Strategies for ELL, Read chapter (pp. 315-350); highlight two strategies that will be most useful to you when teaching ELLs Clinical Forms and meeting information --Quiz for ISBE preparation

“Preparing People to Lead Extraordinary Lives” (Loyola’s Mission Statement)

Oct. 14	Tutoring begins	Begin tutoring—meet/contact teachers and students
Oct. 21	Tutoring on-site locations	Submit weekly lesson plans, reflections, and reports to parents/teachers. Discussion includes a focus on chapters 9 and 10 and the assessment data you are collecting to advance your tutees’ literacy understandings.
Oct. 28	Online discussions—please contribute a comment or question each week	Chapters 9: Strategies for Teaching Reading and Writing to English Language Learners; Chapter 10: Factors Related to Reading Problems
Nov. 4	Continued tutoring and teaching guided reading group	Continued online discussion
Nov. 11	Continued tutoring and teaching guided reading group	Continued online discussion
Nov. 18	Tutoring –final sessions <i>Meet for night class to discuss tutoring.</i>	Continued online discussion *Bring student data to class; prepare for final reflections.
	Nov. 25 Thanksgiving-No class	Review Chapter 10 for questions about special needs learners. <i>APPLY for May 2011 graduation; ck deadline for Dec. 1.</i>
Dec. 2	Tutoring Analysis	Prepare tutoring reports to be presented on Dec. 9 Plan to meet with parents/guardians to explain results of tutoring and students’ successes; prepare folder for parents to keep.
Dec. 9	Case study presentations	See format on BlackBoard; please submit full case file <i>prior</i> to presentation. Include all artifacts and information necessary for your evidence and bring a hard copy for the instructor. If you partnered with another teacher for the tutoring sessions, please submit a separate reflection on the guided reading instruction and be certain to describe your role in the process of teaching guided reading for each group each week.