

LOYOLA UNIVERSITY OF CHICAGO  
SCHOOL OF EDUCATION  
**CIEP: 328 Assessment and Diagnosis of Reading Problems**  
**Spring Semester 2011**  
**Wednesdays 4:15 – 6:45**  
**Mundelein Center Room 508**

Blackboard Course Site:<http://blackboard.luc.edu/webapps/login>

Please check this official website for any changes in the schedule or office hours. In case of emergency or special circumstances, information will be posted.

**Dr. Jane Hunt** - [Jhunt2@luc.edu](mailto:Jhunt2@luc.edu)

Office hours: 433.1 Granada, 4<sup>th</sup> Floor, Wednesday 1:45 – 3:15 DROP IN, also TBA

Also, before and after class.

**SPECIAL CIRCUMSTANCES:** Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under *Accessibility, P. 3 of this syllabus*.

**COURSE DESCRIPTION:** This assessment and diagnosis course provides the foundation knowledge and experiences in reading assessment and diagnosis that would be necessary for elementary or secondary classroom reading teachers. Both formal and informal methods of screening, individually and as part of classroom instruction will be emphasized. Specific tests and measures designed to assess significant elements of learning to read such as knowledge of print, prior knowledge and vocabulary, word recognition, fluency and reading comprehension will be presented. Data based decision making and problem solving within a systematic response will be emphasized. Reading teachers will recognize that reading is an active and complex process that involves skills, strategies, prior knowledge and purposes for reading within a goal-oriented process. Practical applications and contemporary issues such as high stakes testing will be highlighted.

**REQUIRED TEXTS:**

Barr, R., Blachowicz, C. L. Z., Bates, A., Katz, C., & Kaufman, B. ( 2007). *Reading Diagnosis for Teachers: An Instructional Approach*. Boston: Pearson, Allyn and Bacon.

McKenna, M.C, and Stahl, K.A. (2009). *Assessment for Reading Instruction*. New York: The Guilford Press.

**COURSE STANDARDS:**

**School of Education Conceptual Framework Standards:**

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF5: Candidates demonstrate technological knowledge and skills which enhance education. service to others.

CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

***ACEI Standards***

Standard 2.1 English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading,

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writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Standard 4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

### ***ISBE Reading Teacher Standards***

#### ***STANDARD 1***

##### ***Knowledge Indicators - The competent reading teacher:***

The competent reading teacher has a deep understanding of reading and reading instruction.

- 1E. understands the construction and psychometric properties of classroom reading tests, including the State assessment.

#### ***STANDARD 2***

The competent reading teacher understands how to diagnose reading disabilities and how to teach and support the education of students with reading disabilities.

##### ***Knowledge Indicators - The competent reading teacher:***

- 2A. understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.  
2B. understands models of reading disabilities used in special education.  
2C. knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.  
2D. understands the uses and limitations of informal and formal assessments.  
2F. knows models of and procedures for providing reading diagnosis and educational services to students with reading problems.

##### ***Performance Indicators - The competent reading teacher:***

- 2H. determines strengths and needs of individual students in the areas of reading, writing, and spelling.  
2I. determines students' reading levels (independent, instructional, frustrational).  
2J. gathers and interprets information for diagnosis of the reading problems of individual students.  
2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.

### **International Reading Association 2010 Standards for Reading Teachers**

#### **Element 3.1**

*Candidates understand types of assessments and their purposes, strengths, and limitations.*

- Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- Describe strengths and limitations of a range of assessment tools and their appropriate uses.
- Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
- Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

#### **Element 3.2**

*Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.*

- Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness.
- Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.
- Interpret and use assessment data to analyze individual, group, and classroom performance and progress.
- Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.

### **Element 3.3**

*Candidates use assessment information to plan and evaluate instruction.*

- Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.
- Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching.
- Interpret patterns in classroom and individual students' data.
- Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.

### **Element 3.4**

*Candidates communicate assessment results and implications to a variety of audiences.*

- Communicate assessment purposes and discuss results with appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).
- Use assessment data and student work samples to discuss implications for reading and writing instruction (e.g., highlight differences in student work samples across the content areas).

### **Please note the following additional information related to this course:**

- **The course schedule listed below is an initial tentative schedule. Please consult the Blackboard Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.**
- **Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments handed in late may be accepted, but full points will not be awarded.**
- **Students may not re-do assignments or expect that extra credit will be accepted. As a result, it is important to attend drop in sessions or make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.**

### **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](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](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/>

### **Conceptual Framework**

Teacher candidates in CIEP 328 will be expected to demonstrate “professionalism in the service of social justice” in course experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class based on research based best practices. Knowledge of literacy concepts, curriculum, instructional strategies and practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized, and for this reason, there is a specific emphasis on meeting the instructional needs of students from diverse cultures and languages.

### **Technology**

Teacher candidates in CIEP 328 will be expected to demonstrate evidence of professional technology skills. This will be demonstrated through use of a variety of software programs, instructional websites and access to professional online materials and resources.

### **Diversity**

It is expected that teacher candidates in CIEP 328 will recognize, respect and address all varieties of diversity in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors and will build upon previous clinical experiences with particular respect to linguistic and cultural diversity as it relates to literacy.

## **CALENDAR**

## **Topic**

## **Assignment Due**

**\*Rubrics MUST be handed in with all assignments**

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Textbook Abbreviations for Reading Assignments:

*Assessment for Reading Instruction – ARI*

*Reading Diagnosis for Teachers - RDT*

1) January 19	Course Introduction Introduction to Reading Assessment Cognitive Model of Reading Interest Inventories History and Philosophy of Reading Diagnosis Reading Teachers and Response to Intervention	Textbook overviews     Shanahan Ch. On Blackboard From <a href="http://www.Reading.org">www.Reading.org</a>
2) January 26	Classroom Case Studies and Data Analysis Class screenings Model for Reading Diagnosis and Instructional Planning Review of General Concepts of Assessment NAEP Data	Chapter 1 RDT Ch. 1 ARI  Ch. 2 ARI
3) February 2	Assessing Knowledge of Print Assessment of Emergent Readers Developmental Spelling Analysis Questions for Reading Specialists	Chapter 2 RDT Chs. 4 & 5 ARI
4) February 9	Oral Reading Analysis Fluency Curriculum Based Measurement for Reading (R-CBMs)	Chapter 3 RDT Ch. 6 ARI
5) February 16 ( 4:15 – 5:15)	Prior Knowledge and Vocabulary	Chapter 4 RDT
6) February 23	Assessing Reading Comprehension Review of readability	Chapter 5 RDT Ch. 7 ARI
7) March 2	Assessing Reading Comprehension Interview with K – 12 Reading Specialist Presentations Strategic Knowledge	Chapter 6 RDT Ch. 8 ARI
March 9 – No Class – Semester Break		
8) March 16	Using Informal Reading Inventories	Chapter 8 RDT Ch. 3 ARI
9) March 23	Interpreting Data from Reading Inventories Affective Factors Quiz Two	Ch. 9 ARI
10) March 30	Independent work on Case Study Projects	
11) April 6	Communicating Assessment Information Preparing a Clinic Report	Chapter 9 RDT Ch. 10 ARI
12) April 13	Case Study Report Presentations	
13) April 20	Case Study Report Presentations	
14) April 27	Final Class Wrap Up Review of RtI (Response to Intervention) and the role of the Reading Teacher	

### Assignments and Points for Grading:

**Rubrics for all assignments will be posted on Blackboard  
Grades will be posted on Blackboard**

<b>Quiz One</b>	<b>50</b>	
<b>Quiz Two</b>	<b>50</b>	
<b>Partner Interview with a K – 12 Reading Specialist And Power Point Presentation</b>	<b>50</b>	
<b>Case Study – early reader (k – 2)</b>	<b>100</b>	
<b>Case Study - older struggling reader (3 &amp; up)</b>	<b>100</b>	
<b>Class Participation (punctual and participatory)</b>		<b>5 each</b>

Grades: A (92%)      B (84%)      C (76%)

### COURSE REQUIREMENTS

TEACHER CANDIDATES SHOULD FOLLOW THE GUIDELINES FOR PROFESSIONALISM :

All student work should demonstrate serious effort and professionalism.

All work must be individually completed. Credit must be given to original sources.

All assignments must be typed.

All assigned work must be completed and turned in on the dates listed on this syllabus.

Late work may not be accepted. If it is, based on the circumstances, points may be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.

Attendance will be taken at the beginning of class. Teacher Candidates not present at this time may be marked as absent.

If Teacher Candidates are absent from class, they should notify the instructor by e-mail or phone.

Learning Partners can share responsibility for collecting handouts or handing in materials.

Teacher Candidates may demonstrate preparedness and participation, even if absent, if they notify the course instructor via email prior to the beginning of the class session and hand in materials due.

- Teacher candidates must not assume that they can redo assignments to earn higher grades once the work is completed and graded. If there are questions about an assignment, it is highly recommended that the teacher candidate make an appointment with the instructor or attend drop in sessions to receive additional assistance prior to the date the assignment is due.
- Official midterm grades will be given on all work prior to the University spring break.

**Required Readings:** Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed.

**Class Participation:** Teacher candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have excused absences from the Asst. Dean or for Athletic participation will be allowed to make up participation points.

**Case Studies:** Two case studies will be conducted with individual students for this course. Written Reports of Case Studies will follow the models in Appendix of the *Assessment for Reading Instruction* text (McKenna & Stahl). These will be due at the conclusion of the semester and will include the following elements: background information, description of tests administered, data from tests administered, observations during testing, summary of results, recommendations. The first report will focus on an emergent or early reader in grades k – 2. The second report will focus on a reader in grade 3 or up. Tests utilized will be determined by consultation with and approval from the parents, classroom teacher and course instructor. An Individual Reading Inventory booklet will be available from the course instructor. The written report will be provided both to the course instructor and also to the parents/school.

**Partner Interview with K – 12 Reading Specialist:** This assignment will be completed during the first half of the course. Based on schedule flexibility and transportation, reading teacher candidates will be paired for this project. They will need to schedule and interview with a K – 12 Reading Specialist in order to learn what the roles are for Reading Specialists and how reading teachers can partner with them to enhance the support for students' reading and literacy development. A list of questions to use as guidelines will be developed in class, and the responses will be shared with classmates in a power point presentation. A rubric for this assignment will be posted on Blackboard.

#### **Additional list of Supplemental Resources:**

**Note: Most of these resources, along with several others by these individuals, may be borrowed from the course instructor.**

Afflerbach, P. (2007). *Understanding and Using Reading Assessment K – 12*. Newark, DE: International Reading Association.

Allington, Richard. (2009). *What Really Matters in Response to Intervention: Research Based Designs*. Boston: Pearson.

Barr, R., Sullivan, D., Buhle, R., Blachowicz, C. & Chaney, J. (2004). *Illinois Snapshots of Early Literacy-2: Teacher's Guide*. Springfield IL: Illinois State Board of Education.

Retrieved 3-2-08 from <http://www.isbe.net/ils/ela/reading/html/isel.htm>

Clay, M. (1985). *The early detection of reading difficulties*. Portsmouth, NH: Heinemann.

Cooter, R.B., Flynt, E. Sutton, Cooter, K.S. (2007). *Comprehensive Reading Inventory: Measuring Reading Development in Regular and Special Education Classrooms*. Upper Saddle River, NJ: Merrill, Prentice Hall.

Fuchs, D., Fuchs, L., & Vaughn, S. (2008). *Response to Intervention: A Framework for Reading Educators*. Newark, DE: International Reading Association.

Gersten, R., Compton, D., Connor, C.M., Dimino, J. Santoro, L, Linan-Thompson, S., & Tilly, W. D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved March 3, 2009 from [http://ies.ed.gov/ncee/wwc/publications/practice\\_guides/](http://ies.ed.gov/ncee/wwc/publications/practice_guides/)

Good, R. H. & Kaminski, R. A. (2003) *DIBELS: Dynamic Indicators of Basic Early Literacy Skills*. Longmont, CO: Sopris West. Handbook retrieved 3 -2 -8 from

<http://dibels.uoregon.edu/datasystemmanual.php>

Harp, B. (2000). *The handbook of literacy assessment and evaluation*. Norwood, MA. Christopher-Gordon.

Jennings, J., Caldwell, J., Lerner J. W. (2006). *Reading Problems: Assessment and Teaching Strategies*. Boston: Pearson, Allyn and Bacon.

Keene, E. (2006). *Assessing Comprehension Thinking Strategies*. Huntington Beach, CA: Shell Education.

Rinaldi, C. & Samson, J. (2008). English language learners and response to intervention: Referral considerations. *Teaching Exceptional Children, 40*, 6-14.

Shanahan, T. (2008). Implications of RTI for the Reading Teacher. In D. Fuchs, L.S. Fuchs, & S. Vaughn (Eds.), *Response to Intervention* (pp. 105-122). Newark, DE: International Reading Association.

Shinn, M.R. & Shinn, M.M. (2002). *AIMSweb Training Workbook: Administration and Scoring of Reading Curriculum-Based Measurements (R-CBM) for use in General Outcome Measurement*. Retrieved 3 -2 -08 from

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<https://aimsweb.edformation.com/downloads/AdminandScoringR-CBM09292005.pdf>

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.