



## CIEP 328:

### Assessment and Diagnosis of Reading Problems Loyola University Chicago

#### *Social Action through Education*

**TIME & LOCATION:** Fall 2020  
Tuesdays 5:30-8:00 pm CST - Online  
Synchronous Live on Zoom 5:30-6:30 pm CST

**DATES:**  
Tuesdays August 25 – December 8

**INSTRUCTOR:** Ashley Ramirez, MEd  
**CONTACT INFO:** [aprangle@luc.edu](mailto:aprangle@luc.edu)  
847-226-5924 (cell)  
**VIRTUAL OFFICE HOURS:** before or after class  
or by appointment  
**RESPONSIVENESS:** Emails will be responded to  
within 24 hours during the school week

**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 will be emphasized, individually and as part of classroom instruction. 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.

#### **COURSE OUTCOMES:**

##### **Candidates will...**

- Administer a variety of literacy assessments.
- Analyze assessment data for use in a classroom and in a school.
- Determine which assessments work best for which students.
- Use assessment data to plan instruction and intervention.
- Understand how instruction and interventions can be evaluated using progress monitoring.
- Understand how effective collaboration is when using assessment data.

#### **REQUIRED TEXTS:**

McKenna, M. & Dougherty Stahl, K. (2015). *Assessment for reading instruction* (3rd ed.). New York: Guilford Press.

\*\*4<sup>th</sup> Edition of this text may also be purchased

**\*NOTE: Additional readings may be posted on Sakai. Additional readings will be assigned as is needed at the discretion of the instructor.**

#### **Texts that will be demonstrated and shared in class:**

Bear, D. R., Invernizzi, M. A., Templeton, S. A., & Johnston, F. A. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). New York: Pearson.

Leslie, L. & Schudt Caldwell, J. (2016). *Qualitative reading inventory* (6th ed.). New York: Pearson.

Opitz, M. F., Ford, M. P., & Erekson, J. A. (2011). *Accessible assessment: How 9 sensible techniques can power data-driven reading instruction*. Portsmouth, NH: Heinemann.

### **School of Education Commitment - COVID-19**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [\*Cura Personalis\*](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

### **COVID-19 Reporting Protocol**

In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

### **SOE Vision**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

### **School of Education Mission**

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

### **Conceptual Framework and Conceptual Framework Standards**

Assessment is necessary to determine the learning needs of all students. It is through assessment that we can differentiate and make learning meaningful for all students. By providing meaningful, thoughtful learning for all, we are acting on the social justice mission of Chicago's Jesuit University: ***Social Action through Education.***

## **SOE Conceptual Framework Standards (CFS)**

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

## **Dispositions**

### ***Professionalism, Inquiry, and Social Justice***

Assignment A: Participation will directly assess these three dispositions, but be sure that your writing, synchronous participation, online participation, and interaction at schools with all stakeholders must always reflect these three dispositions. See pages 9-10, LiveText or Sakai for the rubric.

## **ONLINE COURSE POLICIES:**

### **Syllabus Statement**

In this class software may be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor. The use of all video recordings will be in keeping with the University Privacy Statement shown below:

### **Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

### **Synchronous Meetings**

Class will meet synchronously via Zoom every Tuesday from 5:30-6:30 pm CST. Students are expected to be active participants in both the large group and small group discussions. Our focus during this time will be to check-in on asynchronous work, class readings, as well as practice administering and analyzing reading assessments.

### **Student Participation**

After participating in the synchronous Zoom discussion on Tuesday evenings, the weekly Lesson will open up and should be completed by the following Friday evening. This will include videos, content and Forum discussions. Students are expected to thoughtfully reflect on the posed questions and respond to their peers with questions and additional insight.

### **Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate. Please keep this policy in mind during synchronous discussions and in our online Forum.

### **SCHOOL OF EDUCATION GRADING SCALE**

<b>Percent Range</b>	<b>Letter Grade</b>
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
62% and Below	F

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

- The course schedule listed below is an initial, tentative schedule. Please consult the Sakai 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 submitted 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 make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.

**ABSENCES:** Students are expected to notify the instructor if they are going to be absent by email or phone before the start of class. One excused absence is allowed for illness or a family emergency. After this excused absence, you will be expected to do a make-up assignment.

## Assignments – Brief Description and Due Dates

### ASSIGNMENTS

- ✓ All assignments are due at 11:55 pm the night of the due date unless otherwise noted.
- ✓ All written assignments completed outside of class must be submitted in Microsoft Word. Please do not submit PDFs unless it is an assessment protocol like the Classroom Composite or Classroom Organization Chart.
- ✓ All assignments completed outside of class must be submitted to Sakai unless otherwise noted.
- ✓ Electronic submissions only, please.
- ✓ Use APA 6<sup>th</sup> edition for all references and writing. (Go to <https://owl.english.purdue.edu/owl/> for more information.)

Assignment	Due Date at midnight	Points Possible
A. Participation and Dispositions	each week	130
B. Affective Factors Assessments	September 22	50
C. Emergent Reader Assessment	October 6	50
D. Developmental Spelling Assessment	October 20	50
E. Informal Reading Inventory Assessment	November 10	100
F. Case Study and Presentation	December 1	125
<b>TOTAL POINTS POSSIBLE: 505</b>		

### A.) Participation

*Will be assessed through LiveText  
130 points  
Rubric on pages 9-10*

Participation will be assessed each class. Participation means the following with these dispositions in mind: **professionalism, inquiry, and social justice**:

- thoughtfully reading the assignment(s) before class
- actively thinking and talking in class
- not focusing on laptop/tablet/phone inappropriately
- thoughtfully and professionally discussing in small groups
- thoughtfully participating in online forums for online classes

### B.) Affective Factor Assessment

*Sakai  
50 points  
Due: September 22*

Choose the data from an **interest inventory, reading attitude survey, or motivation to read profile** assessment discussed in class.

- a) **Review** the raw data from the assessment.
- b) **Score** the results.
- c) **Analyze** the results.
- d) **Reflect** on the results as well as the usefulness and accuracy of this assessment.

**SUBMIT ONE THING: A 2-3 page reflection**

*(Use the Assessment Reflection Template and the rubric as a guide for this reflection paper.)*

### C) Emergent Reader Assessment

*Sakai  
50 points  
Due: October 6*

Choose either a **phonics, letter sound, book handling, or phonemic awareness** assessment.

- a) **Watch** the video of that assessment being administered.

- b) **Reflect on the administration of the assessment.**
- c) **Score** the assessment
- d) **Analyze** the results.
- e) **Reflect** on the results as well as the usefulness and accuracy of this assessment.

**SUBMIT TWO THINGS: A 2-3 page reflection and a scanned copy of the assessment**  
*(Use the Assessment Reflection Template and the rubric as a guide for this reflection paper.)*

## **D) Developmental Spelling Assessment**

*Sakai*

*50 points*

*Due: October 20*

*\*Group project*

Students will work in groups of 3-4 to analyze the data of a class set of **Words Their Way** developmental spelling assessment.

- a) **Score** the assessment using the Features Guide and determine each students' spelling stage.
- b) Complete the **Classroom Composite**.
- c) Complete the **Classroom Organization Chart**.
- f) **Reflect** on the results as well as the usefulness and accuracy of this assessment. (Students will complete an individual reflection)

**SUBMIT THREE THINGS: A 2-3 page paper, Classroom Composite, and Classroom Organization Chart**  
*(Use the Assessment Reflection Template and the rubric as a guide for this reflection paper.)*

## **E.) Informal Reading Inventory Assessment**

*Sakai*

*100 points*

*Due on November 10*

Choose either primary or intermediate grade level.

- a.) **Watch** the IRI video of your chosen grade.
- b.) **Score** the word list.
- c.) **Score** the accuracy, fluency, and comprehension components of the running record.
- d.) **Analyze** the results.
- e.) **Reflect** on the results as well as the usefulness and accuracy of this assessment.

**SUBMIT TWO THINGS: A 2-3 page reflection and a scanned copy of the assessment**  
*(Use the Assessment Reflection Template and the rubric as a guide for this reflection paper.)*

## **F.) Case Student Report and Presentation**

*Sakai*

*125 points*

*Due on December 1*

*\*Group project*

Small groups will be provided the raw reading assessment data for a single student to analyze and complete a formal written case study. The Written Reports of Case Studies will follow the models in Appendix of the *Assessment for Reading Instruction* text (McKenna & Stahl). This will be due at the conclusion of the semester and will include the following elements:

- a) background information
- b) description of tests administered
- c) data from tests administered
- d) observations during testing
- e) summary of results
- f) recommendations

Data will be shared from the case study in a 10-15 minute oral presentation.

**COURSE CALENDAR:**

Textbook Abbreviations for Reading Assignments:  
*Assessment for Reading Instruction* – ARI

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
1	August 25	- Course Introduction and Syllabus - Introduction to Reading Assessment - Assessment Beliefs	Textbook Overviews	
2	September 1	- General Concepts of Assessment - Class Screenings	ARI – Chapter 1 & 2	
3	September 8	- Affective Factors - <i>How Readers Feel</i> (Reading Interest, Perception and Attitude)	ARI – Chapter 10	
4	September 15	- Assessment of Emergent Readers - Knowledge of Print - Phonics	ARI – Chapter 4	
5	September 22	- Fluency - Oral Reading Analysis - Curriculum Based Measurement for Reading (R-CBMs)	ARI – Chapter 6	<i>Affective Factor Assessment Due</i>
6	September 29	- Vocabulary - Prior Knowledge - ELL Reading Assessments	ARI – Chapter 7	
7	October 6	- Developmental Spelling - Written Miscue Analysis	ARI – Chapter 5	<i>Emergent Reader Assessment Due</i>
8	October 13	- Informal Reading Inventories - Running Records	ARI – Chapter 3	
9	October 20	- Interpreting Data from Reading Inventories - Qualitative Reading Inventory (QRI) - Assessment Beliefs	Reading from <i>Accessible Assessment</i> (pages 151-174) – on Sakai	<i>Developmental Spelling Assessment Due</i>
10	October 27	- Assessing Reading Comprehension - Review of Readability	ARI – Chapter 8	

11	November 3	- Assessing Reading Comprehension - Strategic Knowledge - Assign Case Study groups	ARI – Chapter 9	
12	November 10	- Communicating Assessment Information - Preparing a Clinical Report	ARI – Chapter 11 and Case Studies (pages 279-304)	<i>IRI Assessment Due</i>
12	November 17	- Case Study Work Time - Schedule meeting time with small group		
	November 24	NO CLASS – THANKSGIVING BREAK		
13	December 1	- Case Study Report Presentations		<i>Case Study Report Due</i>



## Assignment A: Participation

### Disposition Domains for Teaching and Learning

**Candidates commit to the following dispositions:**

**Inquiry:** Candidates discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidate demonstrates the ability to generate own knowledge by carrying out discipline-recognized, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate own knowledge by carrying out systematic approaches to gathering and using data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate own knowledge by gathering and using data with little connection to instruction or promoting learning.	Candidate does not demonstrate the ability to carry out systematic approaches to gathering data.

**Social Justice:** Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote	Candidates welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates examine and challenge their own beliefs about equity and social justice. Candidates reflect the importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to taking	In some instances, candidates affirm diversity and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates occasionally examine and challenge their own beliefs about equity and social justice. Candidates sometimes demonstrate importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates sometimes acknowledge the importance of taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the	Candidates do not welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates do not examine and challenge their own beliefs about equity and social justice. Candidates do not demonstrate importance of social context as they never apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates show no commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for

multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	marginalized in schools and society.	the marginalized in schools and society.
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**Professionalism:** Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	Candidate demonstrates personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidate promotes his/her own development and the development of others and engages in collaborative relationships that promote mutually beneficial outcomes. Candidate adheres to ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	Candidate partially demonstrates personal responsibility and agency by engaging in problem resolution and conflict management. Candidate partially seeks to develop self and others and occasionally participates in collaborative relationships that are mutually beneficial. Candidate acknowledges but may not reflect ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	Candidate does not demonstrate personal responsibility and agency in problem resolution and conflict management. Candidate does not seek to develop self and others or participate in collaborative relationships. Candidate does not engage or recognize ethical practices, guidelines and professional standards of his/her profession, including but not limited to arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**



**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Special Circumstances--Receiving Assistance**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](#) (SSWD) (<http://www.luc.edu/sswd/>).

**Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)