

**University of Wisconsin - Stevens Point
Graduate Programs in Education**

Course Title: Diagnosis and Evaluation of Reading Difficulties

Semester, Year: Spring 2021

Meeting Time and Place:

This course runs online from January 25 - March 21 (8 weeks)

Credits: 3 graduate credits

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Instructor: Kristen Dembroski, Ph.D.	
Office: off-site	Cell phone: 262-488-2150
Email: kristendembroski@gmail.com (Anytime!)	Virtual office hours: Available online (email, texting, etc.) anytime. For synchronous communication such as phone, Facetime, Google Hangout, please pre-arrange an appointment. I am available most weekday evenings after 7pm.
Expected Instructor Response Times	I will attempt to respond to student email within 24 hours. If you have not received a reply from me within 24 hours, please resend your email to both kdembros@uwsp.edu and kristendembroski@gmail.com I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing. I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.
Communicate with your Instructor	If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Required Texts:

Caldwell, S. JoAnne & Leslie, Lauren. (2012) *Intervention Strategies to Follow Informal Reading*

Inventory Assessment. (3rd Ed.) Pearson, NY (ISBN-10: 0132907089, ISBN-13: 978-0132907088)

Caldwell, JoAnne & Leslie, Lauren. (2016). *Qualitative Reading Inventory -6. With Enhanced Pearson eText--Access Card Package (6th Edition) (What's New in Literacy)* (6th Ed.) Pearson, NY (ISBN-13: 978-0134539409 or ISBN-10: 0134539400)

Owocki, G. (2010). *The RTI Daily Planning Book, K-6: Tools and Strategies for Collecting and Assessing Reading Data & Targeted Follow-Up Instruction*. Heinemann, NH (ISBN-10: 032501731X, ISBN-13: 978-0325017310)

Other related journal articles, online videos, WIDA & Wisconsin RTI resources (will be provided)

Course Description: Investigate and evaluate formal, informal, formative, and summative assessments of literacy learning to identify strengths, needs, and next steps for instruction. Develop knowledge of the relationship between assessment and instruction, and investigate variables that may impact or inhibit student learning. Conduct a mini case study which involves assessing, analyzing, and writing a formal report on a struggling reader.

Course Learning Goals:

1. Develop knowledge of a variety of instructional programs and strategies for assisting individuals and groups with literacy difficulties.
2. Develop knowledge of assessment tools and examine informal and formal procedures for integrating assessment and instruction.
3. Develop an understanding of teaching and assessing responsively.
4. Use assessment to modify teaching to meet learners' needs.
5. Identify, celebrate, and build on a learner's strengths.
6. Understand learning variables that may inhibit literacy learning, especially for students of diverse backgrounds and special needs.

Teaching and Learning Strategies

This course includes multiple forms of instruction (e.g., interactive discussions, collaborative small group and partner assignments, individual writing assignments, lecture) to address multiple styles of student learning.

Attendance Policy

Except for rare cases of serious illness or family emergencies, a professional shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals can't meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.

I expect you to honor your responsibilities, including making punctual online posts. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. When you contact me about an absence, please specifically suggest how you think we should handle the absence.

SOE Dispositions Model

As an educator, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](#) we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Class Climate & Honoring Difference

The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As an educator, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#).

Exceptional Needs Policy

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As an educator, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#). If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#) and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late, taking an Incomplete in this course).

Grading Scale: Once your final percentage is calculated, the final grade will be based on the following scale:

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%

C-	70-72%
D+	67-69%
D	60-66%
F	0-59%

Performance Tasks:

Description	Points
Interactive/collaborate online discussions (x3)	60
Research and present a literacy assessment tool	40
Research and present a literacy instruction tool	40
Mini-case Study / QRI Analysis & Report: assess and develop an instructional plan for a striving reader.	50
Total Points Possible	190

Formatting and Documentation Guidelines

Use APA Sixth Edition formatting on all written assignments, including citations used for online forum posts. Use the following website as a guide: <https://owl.english.purdue.edu/owl/resource/560/01/>

Technology Support

Visit with a [Student Technology Tutor](#)
 Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 IT Service Desk Phone: 715-346-4357 (HELP)
 IT Service Desk Email: techhelp@uwsp.edu

Rubrics:

Discussion Contribution Rubric (20 points per assignment x 3, 60 points total)			
Criteria	Advanced	Proficient	Basic
INITIAL POST (1 required - 10 points)			
Synthesis	Posts well-developed synthesis of multiple resources/experiences that fully addresses and develops all aspects of the task. Posts factually correct, reflective, and substantive contribution;	Posts well-developed reflection that addresses all aspects of the task; lacks full development of concepts or fails to synthesize multiple resources /experiences. Posts information that is factually correct. OR	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the tasks. Repeats but does not add substantive information to the discussion.

	advances discussion. On-time post allows for full participation. 6 points	Delayed post inhibits full participation. 4 points	2 points
References & Support	Uses multiple references to literature, readings, or personal experience to support comments, attempts APA 2 points	Incorporates more than 1 reference from literature and personal experience, attempts APA 1 point	Uses personal experience, but no references to readings or research 0 points
Clarity & Mechanics	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors 2 points	Contributes valuable information to discussion with minor clarity or mechanics errors 1 point	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate 0 points
RESPONSE POSTS (2 required - 10 points combined)			
Collaboration	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. AND Posts factually correct, reflective, and substantive contribution; advances discussion. 3 points	Elaborates on an existing posting with further comment or evaluation. AND/OR Posts information that is factually correct; lacks full development of concept or thought 2 point	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. AND/OR Repeats but does not add substantive information to the discussion 1 point
Clarity & Mechanics	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors 2 point	Some errors in clarity or mechanics detract from the author's message. 1 point	Posts long, unorganized content that may contain multiple errors or may be inappropriate 0 points

Choice Literacy Assessment Investigation and Presentation (40 points total)			
	Good	Fair	Poor
Content - Type and Purpose (15 points)	Thoroughly and concisely describes type of assessment and purpose / audience 15 pts	Adequately describe type of assessment and purpose / audience 10 pts	Type, purpose, and audience are not clearly described or are incorrect 0 - 5 pts
Content - Administration (15 points)	Thoroughly and concisely defines elements of administration (e.g. frequency, format, etc.) 15 pts	Adequately describes elements of administration 10 pts	Elements of administration are not clearly described or are incorrect 0 - 5 pts
Clarity of Presentation (10 points)	Ideas are clearly presented and thoroughly explained for any/all audiences. 10 pts	Mostly clear presentation, though someone outside the field of education may have a question upon reading. 5 pts	Some parts are clear, but not all. Ideas expressed are difficult to understand. 0 pts

Choice Literacy Program/Strategy Investigation and Presentation (40 points total)			
	Good	Fair	Poor
CONTENT - Type, Purpose, & Research (15 points)	Thoroughly and concisely describes type, purpose/audience, and research base of reading program or strategy 15 pts	Adequately describes at least 2 of the following: type, purpose/audience, and research base of reading program or strategy 10 pts	Type, purpose/audience, and/or research base are not clearly described or are incorrect 0 - 5 pts
CONTENT - Elements of Instruction (15 points)	Thoroughly and concisely defines elements of instruction (e.g. format, skills, etc.) 15 pts	Adequately describes elements of instruction 10 pts	Elements of instruction are not clearly described or are incorrect 0 - 5 pts
Clarity of Presentation (10 points)	Ideas are clearly presented and thoroughly explained for any/all audiences. 10 pts	Mostly clear presentation, though someone outside the field of education may have a question upon reading. 5 pts	Some parts are clear, but not all. Ideas expressed are difficult to understand. 0 pts

Mini Case Study - QRI Analysis and Report (50 pts.)				
	Advanced	Proficient	Basic	Minimal
Data Analysis (Scoring)	Accurate and thorough analysis. Includes accurate and complete scoring sheets, attached. 10 pts.	Mostly accurate (minor errors) and adequate analysis. Includes attached scoring sheets with a few minor errors or omissions. 7 pts.	Some errors and omissions in data analysis. Scoring sheets incomplete. 5 pts.	Major errors and omissions in data analysis and/or scoring sheets not attached 0 - 4 pts.
Data Report	Thorough and clear presentation of data (i.e. Word List, Prior Knowledge, Miscue Analysis, Expository Passage, Narrative Passage). 10 pts.	Adequate presentation of data (i.e. Word List, Prior Knowledge, Miscue Analysis, Expository Passage, Narrative Passage). 7 pts.	Some inaccuracies or omissions in presentation impacts the accuracy of the evaluation. 5 pts.	Report is an inaccurate representation of data and/or student ability. 0 - 4 pts.
Recommendations	Recommendations reflect a deep understanding of reading skills and interventions, and address both strengths and areas for improvement. Accurately and thoughtfully matches student needs to appropriate intervention strategies. 20 pts.	Recommendations reflect an understanding of reading skills and interventions, and address major areas for improvement. Accurately matches student needs to appropriate intervention strategies. 10 pts.	Recommendations address areas for improvement. Accurately matches student needs to appropriate intervention strategies. 15 pts.	No recommendations provided and/or Inaccurately matches student needs to appropriate intervention strategies. 0 - 10 pts.
Professionalism	Paper maintains a professional, positive	Paper maintains a professional, positive	Occasional rambling or unfocused explanations.	Ideas expressed are consistently difficult

	tone. Ideas are clearly and accurately presented and thoroughly explained for any/all audiences. 5 pts.	tone. Mostly clear and accurate presentation, though someone outside the field of education may have a question upon reading. 4 pts.	Tone not always positive. 3 pts.	to understand. Tone is confrontational or negative. 0 - 2 pts.
Organization and Mechanics	Paper is well organized (i.e. includes Introduction, Data Report and Analysis, and Recommendations), transitions smoothly, and is easy to follow. There are no mechanical errors. 5 pts.	Paper is well organized, and mechanical errors are rare. 4 pts.	Paper is not well organized OR there are many mechanical errors. 3 pts.	Paper is not organized and grammatical errors detract from comprehension. 0 - 2 pts.

Weekly Outline:

Week One: 1/25 - 1/31 **Understanding Assessment**

Assignments

- Community Building Ice-Breaker (by Wednesday)
- Pre-Knowledge Survey
- Make a list of your district reading assessments (in preparation for next week's assignment) - consult anyone who can help! (coaches, reading specialists, ESL, curriculum and instruction office, pupil services office, administrators, etc.)

Resources / Readings

Textbook Readings

- Intervention Strategies... Chapters 1, 2, and 3; pages 1-45
- The RTI Daily Planning Book... Intro and Chapter 1; pages 1-71

Understanding Assessment Resources

- Article "Behind Test Scores"
- [Understanding Assessment - Instructional Presentation](#) (15:23)

Week Two: 2/1 - 2/7 **Language Development and Assessment**

Assignments

- Graded Discussion #1 (original post Thursday, 2 responses Sunday)
- Collaborative District Assessments [Assignment](#) (your contribution due Sunday)

Prompts for Discussion #1

- a) How does reading assessment play a role in your current position?
- b) What are the purposes, advantages, and utility of different types of assessments (e.g., formative, summative, norm-referenced, criterion-referenced) for you as a reading teacher/specialist?
- b) What are some limitations, disadvantages, or perceived problems with different types of assessments used with your current student population?

Readings / Resources

Textbook Readings

- Intervention Strategies... Chapters 4; pages 46-65
- The RTI Daily Planning Book... Pages 72-75, 114-124, 164-175, 188-201

[Phonemic Skills Resources](#) (online)

Language Development Resources (online)

Week Three: 2/8 - 2/14 **Exploring Assessments**

Assignments

- Choice Literacy Assessment - Padlet assignment (due Sunday)

Resources / Readings

- Assessment instructional presentation (includes brief intro to QRI)

Week Four: 2/15 - 2/21

Assessment Review, QRI Introduction

Assignments

- Discussion #2

Review all of the assessment tools introduced up through Week Three from textbook readings, Assessment Instructional Presentation and the Assessment Padlet. Choose at least one assessment to discuss in your post this week.

- Describe the situation or student that would call for this assessment tool.
- What are this tool's strengths and limitations?
- In your responses to one another, please help dig deeper and add on to the list of strengths, limitations, and uses. Additionally, make connections and comparisons to other tools.

Resources / Readings

- QRI Qualitative Reading Inventory, sections 1 - 3 (pages 1-25) and section 11 (QRI description, research perspective, information, specific uses)
- Assessment as part of Instruction Resources (online)

Week Five: 2/22 - 2/28

QRI Practice and Intro to Instruction

Assignments

- Sign up for Choice Instructional Reading Program / Strategy Padlet Assignment (choose by Sunday)

Resources / Readings

Textbook Readings

- Intervention Strategies... Chapter 5; pages 66-99
- The RTI Daily Planning Book... pages 125-138, 202-212, 176-187

QRI Practice

Practice Assessing Student One with QRI (online)

- Student One (Bridget) is a student we will use to learn about and practice with the QRI before our final project. Begin by reading Student One narrative to get some background info on Bridget. This is always a good place to start; gather narrative information to help contextualize the data you collect.

- Get ready for the Interactive QRI experience. Print out: Student One Data and the Quick Scoring Guide (something I created - you're not obligated to use it, but I hear from many former students that it is very helpful).
- Watch the two QRI Practice Administration Videos. Follow along with Bridget's data.
- Read the final sample report to get some ideas of how you might report out your findings. There is no one right way, no format to follow. You will know what needs to be shared based on your own students and your audience and purpose. I added a LOT of info to this sample report to give you an idea of all that you could choose to address. In the end, what matters most is that you cover a) strengths b) needs c) recommendations

Week Six: 3/1 - 3/7
Instruction

Assignments

- Instructional Reading Program / Strategy Investigation due on Padlet

Resources / Readings

- Intervention Strategies... Chapters 6, 7, and 8; pages 101-169
- The RTI Daily Planning Book... Pages 139-143, 213-231, 271-289
- Phonics and Word Analysis resource
- Instructional Resources presentation - KD

Week Seven: 3/8 - 3/14
Responsive Instruction

Assignments:

- Graded Discussion #3 (original post Thursday, 2 responses Sunday)

Prompts for Discussion #3

Review all of the instructional tools introduced in both the Instructional Resources Presentation and the Instruction Padlet. Choose at least one instructional tool or strategy to discuss in your post this week.

1. Describe the situation or student that would most benefit from this tool.
2. What are this tool's strengths and limitations?
3. Which assessment tool would point to this instructional tool?
4. In your responses to one another, please help dig deeper and add on to the list of strengths, limitations, and uses. Additionally, make connections and comparisons to other tools.

Resources / Readings

- Fluency Instruction and Assessment Resources
- Introduce Final Project - QRI Analysis Student #2

Week Eight: 3/15 - 3/21
Vocabulary, Comprehension

Assignments

- Repeat Prior Knowledge Survey - be amazed at how much you've learned and grown!
- Turn in Final Project - QRI Mini Case Study

Resources / Readings

- Intervention Strategies ... chapters 9-12, pages 170-268
- The RTI Daily Planning Book...pages 154-162, 232-266, 289-291
- Vocabulary, Close Reading, and Writing Resources (online)