

Diagnosis and Evaluation of Reading Difficulties 746, Syllabus

3 credits

Spring 2019

January 22 - May 10, Face to Face March 2 and 16

Instructor: Kristen Dembroski, Ph.D.
Office Location: Virtual

Cell #: 262.488.2150
Email: kristendembroski@gmail.com

Table of Contents

Course Description	3
Course Learning Outcomes	3
Evaluation/Course Requirements	3
Required Course Materials	3
Technology Guidelines	3
Inclusivity Statement	4
Confidentiality	4
Grading Scale	4
Teaching and Learning Strategies	4
Office hours	5
Attendance	5
Late Work	6
Absences due to Military Service	6
Religious Beliefs Accommodation	6
Equal Access for Students with Disabilities	7
Help Resources	7
Academic Honesty	8
Other Campus Policies	8

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 Outcomes

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

1. Students will research and explore a variety of assessment tools and instructional programs and strategies for assisting individuals and groups with literacy difficulties.
2. Students will administer and critically examine assessment results to develop responsive instruction that meets a learner's needs.
3. Students will identify learning variables that may inhibit literacy learning, especially for students of diverse backgrounds and special needs.

Evaluation/Course Requirements

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Interactive/collaborate online discussions (x6)	6 Collaborative Group Discussions - one initial post and two responses required to answer a prompt based on weekly readings	20x6 = 120	1, 2, 3
Choice Literacy Assessment Investigation and Presentation	Research and present a literacy assessment tool	40	1
Choice Literacy Program / Strategy Investigation and Presentation	Research and present a literacy instruction tool	40	1
Mini-case Study / QRI Analysis & Report:	Assess and develop an instructional plan for a struggling reader	100	2, 3

Required Course Materials

There are three required texts below. You are encouraged to ask your colleagues or school if they have a copy of the QRI to borrow before purchasing your own!

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-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)

Technology Guidelines

You will need internet access to complete this course. You are encouraged to use Google Docs and share with the instructor for collaboration and feedback before an assignment is due.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F

87 – 89% = B+ 70 – 73% = C-
84 – 86% = B 67 – 69% = D+
80 – 83% = B- 64 – 66% = D

Communicating with your Instructor



Email is the quickest way to reach me at: kristendembroski@gmail.com



Call or text my cell phone at any time (262-488-2150).



Skype, Facetime, and Google Hangout Video conference is also available by request.

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.

Office hours

I am available via emailing or texting anytime. Individual phone calls or video conferences can be arranged through an email request or phone call.

Attendance

The majority of this class is completed online. You will be required to engage in six online collaborative discussions. Your participation must be spread over several days, and you are encouraged to interact with as many of your colleagues as possible to encourage our professional growth as a class. For face-to-face days (there are two), attending class will likely be the single most important factor in determining your performance and grade in the course. Plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. **I am not able to re-teach the material to you in the event that you are absent. Any exceptions to the attendance policy should be confirmed in writing.**

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

I expect you to honor your responsibilities, including making punctual online posts and attending every class meeting. 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. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.

In general, the best policy is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is

submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Course Schedule

(Subject to change)

Week One: 1/22 - 1/27 **Understanding Assessment**

Assignments

- Community Building Ice-Breaker (due Sunday)
- Pre-Knowledge Survey (due Sunday)

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](#)

Week Two: 1/28 - 2/3 **Understanding Assessment**

Assignments

- Graded Discussion #1 (original post Thursday, 2 responses Sunday)
- Make a list of your district reading assessments (in preparation for next week's assignment)

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?

Week Three: 2/4 - 2/10 **Language Development and Assessment**

Assignments

- Collaborative District Assessments Assignment (your contribution due Sunday)

Resources / Readings

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 Four: 2/11 - 2/17
Language Development and Assessment

Assignments

- Graded Discussion #2 (original post Thursday, 2 responses Sunday)
- Sign up for Choice Assessment - Padlet assignment (sign up by Sunday) - Consider choosing one you aren't familiar with, one that sparks your curiosity.

Prompts for Discussion #2

- 1) Explain phonological awareness. What is the purpose of phonological instruction and assessment, and what role does it play in literacy development?
- 2) Compare, contrast, and/or connect phonological instruction and phonics instruction.
- 3) Consider - what are some unique factors you might need to consider when assessing a child with non-standard English dialect, speech/language needs, processing or audio needs, etc.?

Week Five: 2/18 - 2/24
Exploring Assessments

Assignments

- Choice Literacy Assessment Padlet (due Sunday)

Resources / Readings

- QRI Qualitative Reading Inventory, sections 1 - 3 (pages 1-25) and section 11 (QRI description, research perspective, information, specific uses)
- Assessment instructional presentation (includes brief intro to QRI)

Week Six: 2/25 - 3/3
Assessment Review, Transition to Instruction
Face to Face 3/2/19 from 8:30am - 11:30am

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

Phonics & Word Analysis Resources (online)

- Instructional Presentation - Phonics & Word Analysis

Assessment as Part of Instruction Resources (online)

Face to Face Time

- Practice Assessing Student One with QRI (online)
- Present Choice Literacy Assessment Padlet (Strengths, Limitations, Who/When?)

Week Seven: 3/4 - 3/10
Assessment Review, Transition to Instruction

Assignments

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

Prompts for Discussion #3

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

1. Describe the situation or student that would call for this assessment tool.
2. What are this tool's strengths and limitations?
3. 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.

Week Eight: 3/11 - 3/17

Responsive Instruction

Face to Face on 3/16/19 from 8:30am - 11:30am

Assignments

- Instructional Reading Program / Strategy Investigation due on Padlet (due before our F2F day)
- Graded Discussion #4 (original post Thursday, 2 responses by Sunday)

Resources / Readings

- Intervention Strategies... Chapters 6, 7, and 8; pages 101-169
- The RTI Daily Planning Book... Pages 139-143, 213-231, 271-289
- Fluency Instruction and Assessment Resources

Face to Face Time

- Instructional Resources presentation
- Present Instructional Program Padlet - Students
- QRI Analysis Student #2 instructional presentation

Prompts for Discussion #4

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.

Options for Final Project

- A) Work on your own and administer the QRI to a student of your choice
- B) Work with a partner in this class and analyze the data provided on Student #2, which you will analyze for your final project (you will each hand in your own reports).
- If you choose option A: choose a student and schedule a time this week to assess them.
 - If you choose option B: Select a partner for final project (QRI analysis of Student 2). Set up a meeting (virtual) time for next week.

Week Nine: 3/18 - 3/24
Vocabulary and Fluency

Assignments

- Text Reading Graded Discussion #5 (original post Thursday, 2 responses by Sunday)
- QRI Analysis of Student 2 (if you'd like feedback, please submit by Sunday - optional)
- Final Project / Mini-Case Study
 - Option A: Begin analysis of your collected data. Complete all scoring sheets and begin to think about analysis and instructional suggestions.
 - Option B: Meet with partner and begin QRI Analysis of Student 2 (feel free to reach out to me any time for feedback!)

Resources / Readings

- Vocabulary Instruction and Assessment Resources

Prompt for Discussion #5

- a) Synthesize your own definition of fluency by creating a 'system metaphor' (e.g., car, plant, house) to explain how fluency and vocabulary are vital in the process of reading.
- b) What does a fluency measure actually tell you? What does it not tell you? Consider a variety of methods (e.g., rubrics, timed readings, running records) sources.

Week Ten: 3/25 - 3/31
Reading Comprehension

Assignments

- Graded Discussion #6 (original post by Thursday, 3 responses by Sunday)
- Begin writing up your individual 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
- Comprehension Resources
- Close Reading and Writing Resources (online)

Prompts for Discussion #6

- a) The perfect standardized measure of comprehension doesn't exist. Why not? If it did, what do you think it would need to include/accomplish and why?

b) Choose 1 of the following additional questions to answer:

- 1) How does close reading support comprehension development, and what are its limitations?
- 2) How do reading and writing instruction support one another, and what are some considerations for incorporating them into a cohesive literacy curriculum?

Week Eleven: 4/1 - 4/4 (SHORT WEEK!)

Synthesis of Learning

Assignments

- Mini Case Study QRI Analysis and Report due (4/5)
- Repeat Prior Knowledge Survey - be amazed at how much you've learned and grown!