University of Wisconsin-Stevens Point

College of Professional Studies
School of Education

Stevens Point WI 54481-3897
715-346-4430; Fax 715-346-2549
www.uwsp.edu/education

EDUC 746: Diagnosis and Evaluation of Reading Abilities
Online Course
Spring Semester 2024

Course Description: EDUC 746 is an asynchronous online course that aims to advance your knowledge of reading assessment practices and instructional approaches to accelate the literacy growth of the diverse student population that we serve in our schools. The course investigates the relationship between assessment and instruction as well as variables that may impact or inhibit student learning. Within this course students will research, examine, and critique a variety of reading assessments and instructional approaches. The course concludes with the completion of a case study that applies the data collected from multiple assessment instruments to identify a student's reading strengths and needs to inform an instructional plan. (**Credits:** 3-credit hours)

Instructor Information & Office Hours

Instructor: Polly Manske, Ph.D.   **Pronouns:** She/her/hers

Office: CPS Bldg. Room 450   **Email:** pmanske@uwsp.edu

Office hours: The instructor welcomes meeting with students at the following times:
- **Face to Face Office Hours:** Available by appointment or drop-in. I will be in my office on Mondays (noon-2:00 pm, 3:00-4:30pm); Wednesdays (1:00-4:30pm), and Thursdays (10:30am-noon, 1:30-3:00 pm).
- **Virtual Office Hours**: Available for synchronous communication (e.g., phone, Facetime, Zoom) by appointment anytime.

Expected Instructor Response Times
- The instructor will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.

Communicate with your Instructor
- Students should check their email regularly and respond to emails within 24-48 hours. Students are expected to use their UWSP email for communication with the instructor and/or staff. The best way to reach your instructor is by email. When emailing the instructor, students should include their full name, course name, and message.

"Netiquette"
- Your instructor and peers wish to foster a safe online learning environment. Following "netiquette" guidelines helps us develop digital learning environments in which people feel safe and respected. All opinions and experiences must be respected in the tolerant spirit of academic discourse. The following "netiquette" tips (Mintu-Wismatt et al., 2010; Shea, 1994) will enhance the learning experience for everyone in the course:
    - Welcome all peers in the discussion.
    - Present ideas appropriately.
    - Be aware of Internet language (e.g., all UPPERCASE LETTERS indicate shouting).
    - Recognize that popular emoticons may be helpful to convey tone but do not overuse.

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- ○ Avoid using vernacular and/or slang language.
- ○ Respect all oral and written forms of communication.
- ○ Share tips with peers in the course.
- ○ Keep an "open-mind" and be willing to respect minority opinions.
- ○ Think and edit before you push the "Send" button.
- ○ Do not hesitate to ask for feedback.
- ○ Use research and experiences to support your coursework communication.
- ○ Cite your sources.

Textbook(s) & Course Materials

Required Texts

Leslie, L., & Caldwell, J.S. (2021). *Qualitative reading inventory: 7.* Pearson. ISBN: 9780135921364

Kilpatrick, D.A. E*ssentials of assessing, preventing, and overcoming reading difficulties.* Wiley. ISBN: 978-1-118-84528-8

Other Helpful Literacy Learning Resources

The resources listed below are texts that you may find meaningful to your work. Please note that additional required and optional journal articles, online videos, as well as other resources will be provided in CANVAS.

- ● Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2009). Put reading first: The research building blocks of reading instruction: Kindergarten through grade 3 (3rd ed.). National Institute for Literacy.
  - ● https://www.readingrockets.org/guides/put-reading-first-research-building-blocks-teaching
  - ● International Literacy Association (n.d.). Literacy glossary.
https://www.literacyworldwide.org/get-resources/literacy-glossary
- ● Wisconsin Department of Instruction (n.d.). Literacy practices bank.
https://dpi.wi.gov/reading/literacy-practices-bank
- ● Wisconsin Department of Public Instruction. (2020). Wisconsin standards for English language arts.
https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf

***Additional related journal articles, online videos, and online resources will be provided in CANVAS.

Course Learning Outcomes (CLO)

With the completion of EDUC 746, each class member will be able to:

○ CLO #1) Relate how each of the major foundational reading skills (i.e., phonological awareness, phonics, word identification, reading fluency, and comprehension) contributes to the reading process.

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○ CLO #2) Differentiate between diagnostic, formative, interim, progress monitoring, and summative assessments.

○ CLO #3) Apply a variety of research and evidence-based literacy assessment instruments to identify a student's strengths and needs in foundational reading skills.

○ CLO #4) Plan explicit reading interventions including goals, materials, differentiated learning activities, and assessments that meet an individual learner's needs.

Course Structure

This course will be delivered asynchronously online with optional synchronous Teams Meetings as needed (typically 3-5 times per term). You will use your UWSP account to login to the course from the Canvas Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

Attendance

This is an online asynchronous course. Therefore, there are not any required face-to-face class sessions. Due to the collaborative nature of this course, students must complete assignments and discussion postings by the time and date specified. In extenuating circumstances, the faculty member may agree to accept a late assignment, however such arrangements should be determined in advance.

SOE Dispositions Model

As an educator, the faculty member aligns her policies and choices of the UWSP School of Education's expectations. The School of Education has adopted a model of the dispositions that we expect from our students and graduates. I do not expect students to be at the final "Mastering" level in their dispositions. Instead, I offer this model for individual self-evaluation and goal-setting.

Topic Outline/Schedule

The instructor reserves the right to amend the syllabus and adjust the schedule as necessary to respect students' ability. The anticipated module topics include the following:

- **Module 1** (January 22-February 11): Understanding Strategic Reading Assessment Systems

- **Module 2** (February 12-March 17): Understanding and Assessing Reading Difficulties

- **Module 3** (March 25-April 21): Administration, Scoring, & Analysis of the QRI-7

- **Module 4** (April 22-May 17): Selecting Meaningful Reading Interventions for Culturally Responsive Literacy Learning

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Grading Policies

Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. APA Seventh 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/

Graded Course Assignments

The instructor will grade written work within 7 days of the final submission in each module, however, on rare occasions, longer written assignments may take me longer to read and assess. Each student's participation and performance in class will be evaluated based on the assignments outlined below:

Description	Points
Interactive/Collaborate Online Discussions (3) • **Module 1 Discussion #1:** Strategic Reading Assessment Systems • **Module 2 Discussion #2** Understanding & Assessing Reading Difficulties • **Module 4 Discussion #3:** Research and Present a Literacy Intervention/Intervention Structure	60 (20 pts. each)
Module Reflections • **Module Reflection 1:** Strategic Assessment Systems • **Module Reflection 2:** Understanding & Assessing Reading Difficulties • **Module Reflection 3:** Administering, Scoring, & Analyzing the QRI-7 • **Module Reflection 4:** Selecting Culturally Meaningful Reading Interventions	120 (30 pts. each)
Final Exam • **Case Study**: Assess (QRI & 2 choice assessments), analyze results, and develop an instructional plan for a striving reader.	200
Total Points Possible	**380**

Policy for Late Work

Assignments are due on the expected deadline stated in the syllabus. It is expected that all work be submitted in a timely manner. If you are unable to turn in an assignment by the deadline, you must contact your instructor prior to the deadline, and the instructor may allow extensions. Unless prior arrangements are made, late work may result in a zero. These parameters may be adjusted on a case-by-case basis, insofar that students maintain continual contact regarding any or all extenuating circumstances.

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Revisions

My goal is for you to become PROFICIENT with all course content. In the event that you receive a less than proficient grade on an assignment, please contact me with 7 days of a graded assignment for additional instruction and an opportunity to revise your work and resubmit to demonstrate your proficiency.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Percentage	Letter Grade	
93-100%	A	PROFICIENT
90-92%	A-	
87-89%	B+	
83-86%	B	
80-82%	B-	
77-79%	C+	Approaching Proficient
73-76%	C	
70-72%	C-	
67-69%	D+	Not there YET
63-66%	D	
60-62%	D-	
0-59%	F	Incomplete

Viewing Grades in Canvas

The instructor will attempt to grade written work within a week of the assignment due date. (NOTE: written assignments may take longer to read and assess.) The points received for graded activities will be posted in Canvas. You will see a visual indication of new grades on your home page under the link to the course. Click on the "Grades" link to view your points.

Student Academic Honesty & Procedures

Student Academic Disciplinary Procedures

- UWSP 14.01 Statement of principles
  - The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and

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integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

- 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 falsified 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;
    - (f) or 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.

Other Campus Policies & Helpful Information

Absences due to Military Service: Thank you for your 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.

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. Please see our Jeanne Clery Act page for more information about when and how these notices will be sent out.

Commit to Integrity: As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

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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.

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.

Dropping UWSP Courses: It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Drug-Free Schools and Communities Act: The Drug-Free Schools and Communities Act (DFSCA) requires higher education institutions 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

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 their 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.

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 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. Lecture recordings for EDUC 346 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

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Help Resources Click here to flag a policy or practice that disproportionately affects marginalized students.

Tutoring	Advising	Safety & General Support	Health
Tutoring & 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 (1st Floor, Albertson Hall)

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 require additional support that I may not be able to provide individually. 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.

Inclusivity Statement: UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. My intent is that students from all diverse backgrounds and perspectives will be well-served by this course. This includes their learning needs being addressed both in and out of class with the diversity they bring being viewed as a resource, strength, and benefit. Therefore, I intend to present materials and activities that are respectful of diversity (i.e., 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.

Emergency Procedures

In the event of

- a medical emergency, call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to the victim(s).
- a tornado warning, proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms).
- a fire alarm, calmly evacuate the building. Meet at a designated location at least 200 yards away from the building. Notify instructor or emergency response personnel of any missing individuals.

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- an active shooter, RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out, and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.
- See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency responses at UW-Stevens Point.

Incomplete Policy: Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if agreed upon conditions have been met. All incomplete course assignments must be completed within the instructor's given timeline.

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.

Technology Guidelines: Technology guidelines include the following:

- **Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during synchronous class sessions; I will do so as well. Thank you for following these guidelines, as they help create a positive learning community.
- **Online Learning and Collaboration Tools:** This course may require posting work online that is viewable only by your classmates and instructors. None of the work submitted online will be shared publicly. Some assignments may require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the course instructor. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these learning activities, you are giving consent to sharing 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. You will receive an alternate assignment if you elect not to participate in these online assignments due to confidentiality concerns, you will receive an alternate assignment.
- **Videoconferencing:** Zoom or Microsoft Teams will be used for live delivery of regularly scheduled instructional hours on an occasional as-needed basis (ex. optional synchronous course sessions). Sessions of this course may be recorded by the instructor on an as-needed basis and saved for the viewing. Students participating via Zoom/Teams will interact with the class through audio and video and must be seen and heard by the instructor to be considered "in attendance." Students participating through videoconference should use the required student technology described in UWSP Policies to interact with the instructor and the other students in the course.

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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. If 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 Title IX page for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Course Schedule, Topics/Activities, & Homework Assignments

Please see Canvas for specific readings, discussion prompts, and other assignment details. This syllabus, along with course assignments and due dates, are subject to change. Each student is responsible to check Canvas for corrections or updates to the syllabus.

Modules 1 & 2:

Module	Outcomes	Assignments
Module 1 (Jan. 22-Feb. 11): Understanding Strategic Reading Assessment Systems	**Define** formative, interim, and summative assessments. **Explain** how each assessment type fits into a strategic literacy assessment system. **Describe** the type and purpose of data in a strategic literacy assessment system. **Identify** literacy assessment tools used to collect evidence of each student's learning. **Recognize** characteristics of valid and reliable reading assessments. **Reflect o**n whether your literacy assessments are responsive to each student's learning in the classroom and respectful of his/her culture. **Identify l**earning variables that may inhibit literacy learning, especially for students of diverse backgrounds and special needs.	- Post an introduction/bio video or message - Complete assigned readings, video requirements, and e-learning course - Complete a discussion post explaining and reflecting on your district reading assessment system - Complete a module reflection related to areas of needed growth of your district reading assessment system as well as ideas for improvement - Select a student for a case study as a final exam project
Module 2 (Feb. 12-March 17): Understanding and Assessing Reading	**Understand** research guiding the development of the QRI-7. **Recognize** the purposes and basic steps for administering the QRI-7.	- Complete assigned readings - Complete discussion posts - Complete a module reflection - Begin to plan for case study project

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| Difficulties | **Define** phonological awareness, phonics, word identification, reading fluency, and comprehension. **Demonstrate** an understanding of the relationships between reading and foundational reading skills (i.e., phonological awareness, phonics, word identification, reading fluency, and comprehension). **Identify** research and evidence-based reading assessment instruments for isolated reading skills (phonological awareness, phonics, word identification, reading fluency, and comprehension). **Administer** research and evidence-based reading assessment instruments for isolated reading skills (phonological awareness, phonics, word identification, reading fluency, and comprehension). | |

Modules 3 & 4

Module	Outcomes	Assignments
Module 3 (March 25-April 21) Administration, Scoring, & Analysis of the QRI-7	**Identify** purposes and procedures for administering the QRI-7 Word Lists. **Demonstrate** ability to assess and score word identification in context, automaticity, and prosody within the QRI-7. **Assess** and score strategic reading through think-alouds within the QRI-7. **Record,** analyze, and use the results of the QRI-7.	- Complete assigned readings - Complete a module reflection - Work on case study

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| **Module 4**

(April 22-May 17)

Selecting Meaningful Reading Interventions for Culturally Responsive Literacy Learning | • **Explain** a variety of instructional programs and strategies for assisting individuals and groups with literacy difficulties.
• **Use** assessment data to modify teaching to meet each learners' needs.
• **Identify**, analyze, and explain research and evidence-based reading interventions .
• **Apply**, celebrate, and build on a learner's literacy strengths. | • Complete assigned readings
• Complete discussion posts
• Module reflection
• Complete final exam project (i.e., case study) |