

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

Course Title: Diagnosis and Evaluation of Reading Difficulties

Semester, Year: Spring 2020

Meeting Time and Place:

This course runs online from January 21 - March 13 (8 weeks)

Credits: 3 graduate credits

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| 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. |

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 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.

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).

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-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)

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

| Grade: | Overall Percentage: |
|--------|---------------------|
| A | 95-100% |
| A/B | 90-94% |
| B | 85-89% |
| B/C | 80-84% |
| C | 75-79% |
| C/D | 72-74% |
| D | 70-71% |

Performance Tasks:

1. Interactive/collaborate online discussions (x3)
2. Research and present a literacy assessment tool
3. Research and present a literacy instruction tool
4. Mini-case Study / QRI Analysis & Report: assess and develop an instructional plan for a striving reader.

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/>

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; advances discussion. On-time post allows for full participation. 6 points | 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 Delayed post inhibits full participation. 4 points | 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. 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 tone. Ideas are clearly and accurately presented and thoroughly explained for any/all audiences. 5 pts. | Paper maintains a professional, positive tone. Mostly clear and accurate presentation, though someone outside the field of education may have a question upon reading. 4 pts. | Occasional rambling or unfocused explanations. Tone not always positive. 3 pts. | Ideas expressed are consistently difficult 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: 1/21 - 1/26 **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: 1/27 - 2/2 **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: 2/3 - 2/9 **Exploring Assessments**

Assignments

- Choice Literacy Assessment - Padlet assignment (due Sunday)

Resources / Readings

- Assessment instructional presentation (includes brief intro to QRI)

Week Four: 2/10 - 2/16

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: 2/17 - 2/23

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: 2/24 - 3/1
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: 3/2 - 3/8
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: 3/9 - 3/15
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)