OFFICIAL SYLLABUS

DISCIPLINE: EDRD
COURSE: 692

Catalog Entry

EDRD 692: Reading Diagnosis: Assessment to Inform Instruction
Abbreviation: RDG DIAG ASS INST

(3) Three hours lecture

Prerequisites: EDRD 688; EDRD 641

Brief Description of Content

This course is designed to provide instruction in the administration and interpretation of a selected battery of tests, and in designing a program of intervention for students with reading disabilities in a clinical setting. Students will prepare a case study for teachers and parents that will include a description and interpretation of testing procedures and results, as well as plans for intervention using appropriate methods and materials.

Detailed Description of Content of Course

This course explores a wide-range of literacy assessments and screening measures, which students administer with struggling readers. Assessment data is analyzed and instructional recommendations are made based on the data. Effective written communication, in the form of a parent-friendly case report with recommendations, as well as personal communication with parents and school personnel is discussed. Major topics addressed include:

- Appropriate assessment instruments across the stages of reading development
- Functional reading levels
- Informal reading assessment
- Phonological awareness assessments
- Writing assessment
- Fluency assessment
- Comprehension assessment
- Spelling assessment
- Motivation assessment
- Informal reading inventories
- Miscue analysis
- Using data to inform instruction
- Recommending developmentally appropriate instructional strategies based on assessment
- Effective communication with parents of struggling readers
Detailed Description of Conduct of Course

This course will be taught using a variety of interactive modes: videotaped examples of assessment, teaching demonstrations, discussions and student-led colloquia.

Goals and Objectives of the Course

Goals, objectives, and assignments in this class address NCATE Standard 1c Professional and Pedagogical Knowledge and Skills, as well as Standard 1d Student Learning.

The objectives and corresponding codes included below refer to the Virginia Department of Education Standards for Reading Specialists, as well as the International Reading Association Standards for Reading Professionals.

Code for VRS Standards = VRS.

Code for International Reading Association Standards = IRA.

Upon completion of this course, the professional reading specialist will:

1. Demonstrate expertise in the use of formal and informal screening, diagnostic and progress monitoring assessment for language proficiency, concepts of print, phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading levels, comprehension. (VRS 1a; IRA 3.1, 3.2, 3.3)

2. Demonstrate expertise in the ability to use diagnostic data to tailor instruction for acceleration, intervention, remediation, and flexible skill-level groupings. (VRS 1b; IRA 3.3)

3. Demonstrate expertise in assessing and developing students’ phonological awareness skills. (VRS 2b; IRA 1.4)

4. Demonstrate expertise in developmental spelling assessment, as well as systematic spelling instruction, including awareness of the purpose and limitations of “invented spelling,” the orthographic patterns, and strategies for promoting generalization of spelling study to writing. (VRS 4b; IRA 1.4)

5. Demonstrate expertise in their use of technology as an assessment resource and for assessment purposes. (VRS 5; IRA 3.1)

6. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders, etc. (VRS 6i; IRA 3.4)

7. Demonstrate knowledge of current research and exemplary practices in English/reading. (VRS 6j; IRA 1.2, IRA 1.4)

8. Demonstrate advanced knowledge of formal assessments (e.g., norm
referenced, criterion referenced), informal assessments (e.g., informal reading inventories, anecdotal records), and screening measures for evaluating students' oral and written language proficiency. (IRA 3.1)

9. Demonstrate advanced knowledge of formal and informal assessments and screening measures for evaluating emergent readers' and beginning readers' knowledge and skills, including concepts of print, phonemic awareness, letter recognition, sound-symbol knowledge, single-word recognition, and decoding. (IRA 3.1)

10. Demonstrate advanced knowledge of formal and informal assessments and screening measures for monitoring the ongoing development of students' reading skills and strategies, including word-attack skills, vocabulary, word recognition in context, reading fluency, and oral and silent reading comprehension. (IRA 3.1)

11. Demonstrate advanced knowledge of methods for using assessment data to diagnose the reading needs of, and tailor instruction for, individual students. (IRA 2.2, 3.2)

12. Demonstrate advanced knowledge of methods for using diagnostic reading data to differentiate instruction to accelerate the development of students' reading skills. (IRA 2.2)

13. Demonstrate advanced knowledge of methods for using diagnostic reading data to differentiate instruction to address the needs of students with reading difficulties. (IRA 3.3)

14. Demonstrate advanced knowledge of the uses of flexible groupings in instruction to address students' changing reading needs. (IRA 2.1)

15. Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.). (IRA 3.4)

**Assessment Measures**

1. Semester Case Study (*key NCATE assignment*)

2. Research-based instruction presentation

3. Test critique using Mental Measurements Yearbook

**Other Course Information**

None