

**RDG 532, PRACTICUM IN LITERACY ASSESSMENT
AND INSTRUCTIONAL STRATEGIES I**

Rdg 532 is a required course for the Masters in Reading and Reading Specialist Certification

College of Education

Department of Language, Literacy & Special Populations

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Text/Readings: McCormick, Sandra. (2008) Instructing Students Who Have Literacy Problems, 5th Edition, Upper Saddle River, N.J.: Merrill/Prentice Hall. **(Required)**

Bader, Lois A. (2008). Bader Reading and Language Inventory, 6th Edition, Upper Saddle River, N.J.: Merrill/Prentice Hall. **(Required)**

Various journal articles and book chapters are available on-line or are placed on electronic reserve at the Newton Gresham Library at Sam Houston State University. (the library may be accessed at www.shsu.edu/lib/www/).

Course Description: This course provides an opportunity for an in-depth study of current approaches to assessment as a foundation for literacy instruction. In supervised experiences teachers will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to guide instruction, and to involve the learner in self-assessment. Prerequisite: RDG 530

Standards Matrix:

Objectives/Learning Outcomes	Field Based Activities	Performance Assessment	Standards <ul style="list-style-type: none"> • Texas Reading • IRA
Demonstrate knowledge of multiple causes of reading/writing difficulties.	Conduct individual or group inquiry on topic related to a cause of literacy problems.	Powerpoint presentation or written paper	<u>2.8k</u> 4.1
Demonstrate knowledge of reciprocal nature of assessment & instruction	Conduct assessment profile on 3 children with accompanying instructional recommendations	Written case reports	<u>2.1k, 2.1s</u> 1.6, 4.2
Demonstrate knowledge of test terminology, advantages/limitations and characteristics of assessment tools	Examine and evaluate test materials Use MMY to review test materials	Written reviews Appropriate test selection for use with children	<u>2.3k, 2.3s, 2.4k, 2.4s, 2.5k, 2.6k</u> 10.2,
Select, administer and evaluate appropriate assessment tools to identify literacy difficulties and inform instructional decisions	Administer and evaluate complete assessment profile on 3 children Write complete assessment summaries	Written case reports	<u>2.3s, 2.5s,</u> 4.2, 10.1, 10.2

Use assessment results to plan appropriate instructional programs and select appropriate instructional materials	Write instructional plans for 3 children tested to include teaching/learning strategies and an array of teaching and supplementary reading materials	Written case reports	<u>1.23s, 1.30s 1.34s, 2.4s, 2.20k</u> <i>2.10s, 4.3, 10.2</i>
Communicate the results and implications of assessments given to all stakeholders	Communicate with teachers via oral and/or written reports Communicate with child’s parent(s) via planned parent conferences	Written case reports Supervised conferences	<u>1.50s 2.6s,</u> <i>11.1 , 11.2, 11.3. 11.4, 11.5</i>
Demonstrate an understanding of characteristics of dyslexia and assessment strategies for identifying this disability	Work with special education professionals to develop checklists Name and be able to use assessment tools appropriate for use in identifying dyslexia	Attendance at ARD conference Appropriate materials in test portfolio	<u>3.7k –3.9k, 3.6s – 3.7s</u> <i>11.2, 11.4</i>
Demonstrate an understanding of instructional alternatives for assisting students with dyslexia and other extreme reading disabilities	Demonstrate alternative learning strategies for class demonstration Write instructional plans for students with dyslexia	Class performance Written instructional program plans	<u>3.10k, 3.11k 3.8s, 3.10s</u>

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>

Web address for State standards: http://www.sbec.state.tx.us/stand_framework/stand_framework.htm

Course Content:

- Course overview, nature of the reading/writing process and the nature of reading disability
- Causes and correlates of reading disability –Part 1
 - Language, Attitude, Educational factors, Family factors
- Causes and correlates of reading disability – Part 2
 - Sensory factors, Cognitive factors
- An overview of tests and assessment tools
- Assessment of general reading/writing
- Assessment of specific strengths and weaknesses in literacy
- Communicating what one knows – the case report
- Dyslexia and severe reading disorders
- Ancillary roles of reading specialists

Course Requirements

1. Diagnostic Testing
Students will administer and interpret an appropriate battery of reading and writing diagnostic instruments to three children.
2. Diagnostic Case Reports
Students will summarize their diagnostic finding and educational recommendations into three well written case reports. **(300 points)**
3. Communication Activities
 - a. Students will conduct pre and post diagnostic conferences with the parents of the children chosen for testing.
 - b. Students will make arrangements to attend and/or participate in at least one ARD meeting. A written summary of this experience and your role will be prepared. **(150 points)**

4. Inquiry Project

Each student will conduct an inquiry into an area of interest related to remedial reading problems. A list of suggested topics will be presented to select from. You will not, however, be limited to these topics. You may be grouped with others who select the same topic for purposes of discussion and sharing. Each learner will prepare a PowerPoint presentation for classmates summarizing key ideas/finding resulting from their inquiry and will turn in a paper.

PowerPoint presentation (50 points)

Paper (50 points)

Evaluation of PowerPoint presentation will be self, peer and professor evaluation. Your paper will be evaluated by the professor.

Grading Criteria

Evaluation rubrics will be shared with the class members for each assignment. Grading will be based On total points earned on class work.

Total Possible Points From Projects = 550

A = 93 - 100% of possible points

B = 80 - 92% “ “ “

C = 70 - 79% “ “ “

Disabled Students

Students with a disability that might affect their academic performance in this class are expected to communicate with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.

Bibliography of Resources

General

Bryant, Peter and Lynette Bradley. (1985) Children's Reading Problems: Psychology and Education, Basil Blackwell, Inc.

Cohen, Libby and Loraine Spenciner. (1998) Assessment of Children and Youth, Addison Wesley Longman, Inc.

Lipson, Marjorie and Karen Wixson. (1997) Assessment and Instruction of Reading and Writing Disability, An Interactive Approach, 2nd edition, Addison Wesley Longman, Inc.

Reutzell, Ray. (1999) Balanced Reading Strategies and Practices: Assessing and Assisting Readers With Special Needs, Merrill Co.

Richek, Margaret, JoAnne Caldwell, Joyce Jennings and Janet Lerner. (1996) Reading Problems Assessment and Teaching Strategies, Allyn & Bacon.

Simmons, Deborah and Edward Kameenui (editors). (1998) What Research Tells Us About Children With Diverse Learning Needs: Bases and Basics, Lawrence Erlbaum Associates.

Temple, Jean and Charles Gillette. (1999) Understanding Reading Problems, Pearson Pub. Co.

Valencia, Sheila, Elfrieda Hiebert and Peter Afflerbach (editors). (1994) Authentic Reading Assessment: Practices and Possibilities, International Reading Association

Case Studies

Harris, Albert (editor). (1970) *Casebook on Reading Disability*, David McKay Co., Inc.

Lyons, Carol. (1993) *Partners in Learning: Teachers and Children in Reading Recovery*, Teachers College Press.

Pollack, M.F.W. (1963) *Reading Problems and Problem Readers*, David McKay Co., Inc.

Spache, George, Ken McIlroy and Paul Berg. (1981) *Case Studies in Reading Disability*, Allyn & Bacon

Dyslexia

Ellis, Andrew. (1984) *Reading, Writing and Dyslexia: A Cognitive Analysis*, Lawrence Erlbaum Associates.

Jordan, Dale. (1989) *Overcoming Dyslexia in Children Adolescents, and Adults*, Austin, Tx. Pro-Ed., Inc.

Miles, T.R. and Dorothy Gilroy. (1986) *Dyslexia at College*, Methun Pub., Co.

Pavlidis, George and T.R. Miles. (1981) *Dyslexia Research and Its Applications to Education*, John Wiley & Sons.

Spafford, Carol and George Grosser. (1996) *Dyslexia Research and Resource Guide*, Allyn & Bacon.

Vallett, Robert. (1980) *Dyslexia: A Neurological Approach to Educating Children With Severe Reading Disorders*, Fearon Pitman Pub., Inc.