

UNIVERSITY OF MARYLAND AT COLLEGE PARK
Department of Curriculum and Instruction

EDCI 664: CLINICAL ASSESSMENT IN READING

Tuesdays 4:15-7:00
1117 Jimenez

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Office Hours: Tuesdays 3:15-4:15 and by appt.

DESCRIPTION

One of the greatest challenges for reading teachers, specialists, and leaders focuses on identifying reading difficulties and planning effective instructional interventions. To carry out this task, reading professionals must be competent in the administration of various literacy assessments, and able to interpret and use assessment data to make informed decisions. Within this context, EDCI 664: Clinical Assessment in Reading prepares individuals to engage in the diagnosis and assessment of reading difficulties. Students will review models of assessment and diagnosis, administer formal and informal reading assessments, discuss issues in testing and evaluation, and complete a diagnostic case study that includes instructional implications.

This course is the first in the clinical sequence required for the completion of the master's degree in reading. The remaining courses in the sequence are EDCI 665: Clinical Instruction in Reading, and EDCI 761/762: Advanced Clinical Practices in Reading Assessment/Instruction. As part of the latter two courses, students complete a practicum in the university's summer reading clinic. The Conceptual Framework for the College of Education (see attached) provides the overall foundation and structure for this course and for the clinical sequence. It emphasizes the importance of research and inquiry, professional and content knowledge, diversity, technology, and collaboration in the development of reflective practitioners.

COURSE OBJECTIVES

This course meets and addresses the International Reading Association's (2003) Standards for Reading Professionals.

Students in this course will demonstrate understanding of

1. theories of literacy assessment and models of reading diagnosis (IRA Standard 1.1)
2. formal and informal assessments (IRA Standard 3.1)
3. tools and strategies for diagnosing and developing elements of literacy (IRA Standards 1.4, 3.1)
4. the reporting and use of diagnostic assessment data to plan appropriate instruction for all students, including struggling readers and individual students (IRA Standards 3.3, 3.4)
5. reliability and validity in assessment/testing (IRA Standards 3.1, 3.3)
6. assessment issues related to cultural and linguistic diversity (IRA Standards 1.3, 4.1, 4.2)
7. assessment issues related to motivation, emergent literacy, and adolescent literacy (IRA Standards 4.1, 4.2)

Students in this course will also demonstrate competency in

1. the selection, administration, and interpretation of various formal and informal assessments (IRA Standards 3.1, 3.2)

2. conducting a diagnostic screening to identify a student's literacy strengths and needs (IRA Standard 3.2)
3. planning and recommending appropriate instruction to develop elements of literacy (IRA Standards 2.1, 2.2, 2.3, 3.3)
4. completing a written diagnostic case report (IRA Standard 3.4)

COURSE TEXTS

Barr, R., Blachowicz, C.Z., Bates, A., Katz, C., & Kaufman, B. (2007). *Reading diagnosis for teachers: An instructional approach* (5th ed.). Boston: Allyn & Bacon.

Stieglitz, E.L. (2002). *Stieglitz informal reading inventory: Assessing reading behaviors from emergent to advanced levels* (3rd ed.). Boston: Allyn & Bacon.

COURSE REQUIREMENTS

Participation & Class Activities

You are expected to attend all scheduled classes and to participate in class discussions and projects. This portion of your grade will take into account the quality and substance of your contributions to our on-going learning and your completion of all in-class activities. Each student will also have the opportunity to lead two class discussions. Discussion leaders should share key points and passages from the readings, prepare discussion questions, and facilitate/moderate the conversation. **[15%]**

Assignments and Projects

Literature Review: Each student will investigate an issue related to literacy assessment and complete a review of the literature. Papers should be informative and include the following sections: introduction and rationale, brief conceptual/theoretical background, review of at least 4 research studies, conclusions, and implications. Information from papers should be shared with the class in a short PowerPoint presentation. Further information on this assignment will be distributed in class. **[25%]**

Diagnostic Assessment Project: Students will complete a diagnostic assessment case study of a child or adolescent. Each student will administer a series of assessments and evaluate data and information to determine literacy strengths and needs. Organize your findings, including results from informal reading inventory tasks, running records, writing samples, and other assessments, into a diagnostic report. More detailed information on this assignment will be provided in class. **[60%]**

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = below 70

COURSE OUTLINE

Date	Topics for Discussion	Readings Due
9/4	Course Introduction IRA's Standards for Reading Professionals Elements of Reading Performance	
9/11	Theories, Perspectives, and Models of Reading, Diagnosis & Assessment, & Disability	Barr et al. Chapter 1 Johnston (1984) Calfee & Hiebert (1991)
9/18	Informal Assessment Strategies Informal Reading Inventories	Barr et al. Chapter 8 Steiglitz IRI Sections 1-3
9/25	Assessing Emergent Literacy, Phonics, & Phonemic Awareness Paper Topic Due	Barr et al. Chapter 2 McGee (2007)
10/2	Assessing Oral Reading Fluency & Word Identification	Barr et al. Chapter 3 Hudson et al. (2005)**
10/9	Assessing Vocabulary	Barr et al. Chapter 4 Pearson et al. (2007)
10/16	Assessing Writing Research Paper Outline and Reference List Due	Barr et al. Chapter 7
10/23	Assessing Spelling	Templeton & Morris (2000) Bear et al. (2007) pp. 1-48
10/30	Assessing Comprehension	Barr et al. Chapter 5-6
11/6	Motivation	Gambrell & Gillis (2007) Johnston & Winograd (1985)
11/13	Linguistic & Cultural Diversity Bring Diagnostic Project Data for Review	Flores et al. (1991) Garcia et al. (2006a, 2006b)
11/20	Adolescent Literacy	Ehren et al. (2004) Moje et al. (2000)**
11/27	Formal Assessment Diagnostic Assessment Project Due	Barr et al. Chapter 9 Paris (1998)
12/4	Making Informed Instructional Decisions	Serafini (2000/2001) Afflerbach (1993)**
12/11	Presentations Literature Review Due	

** Available online

ADDITIONAL REQUIRED READINGS

Afflerbach, P. (1993). STAIR: A system for recording and using what we observe and know about our students. *The Reading Teacher*, 47(3), 260-263.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction (4th ed.)*. Upper Saddle River, NJ: Pearson.

Calfee, R., & Hiebert, E. (1991). Classroom assessment of reading. In R. Barr, A.L. Kamil, P. Mosenthal, and P.D. Pearson (Eds.), *Handbook of reading research: Vol. II* (pp. 281-309). New York: Longman.

Ehren, B. J., Lenz, K. & Deshler, D. D. (2004). Enhancing literacy proficiency with adolescents and young adults. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 681-702). New York: Guilford Press.

Flores, B., Teft, R., and Diaz, E. (1991). Transforming deficit myths about learning, language, and culture. *Language Arts*, 68, 369-379.

Gambrell, L.B., & Gillis, V.R. (2007). Assessing children's motivation for reading and writing. In J.R. Paratore & R.L. McCormack (Eds.), *Classroom literacy assessment: Making sense of what students know and do* (pp. 50-61). New York: Guilford Press.

Garcia, G.E., McKoon, G., & August, D. (2006a). Language and literacy assessment of language-minority students. In D. August & T. Shanahan (Eds). *Developing literacy in second-language learners: Report of the national literacy panel on language and minority children and youth* (pp. 597-624).

Garcia, G.E., McKoon, G., & August, D. (2006b). Synthesis: Language and literacy assessment. In D. August & T. Shanahan (Eds). *Developing literacy in second-language learners: Report of the national literacy panel on language and minority children and youth* (pp. 583-596).

Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58, 702-714.

Johnston (1984). Assessment in reading. In R. Barr, M. Kamil, and P. Mosenthal (Eds.), *Handbook of reading research: Volume I* (pp. 147-182). New York: Longman.

Johnston, P., & Winograd, P. (1985). Passive failure in reading. *Journal of Reading Behavior*, 27, 279-301.

McGee, L.M. (2007). Language and literacy assessment in preschool. In J.R. Paratore & R.L. McCormack (Eds.), *Classroom literacy assessment: Making sense of what students know and do* (pp.65-84). New York: Guilford Press.

Moje, E. B., Young, J. P., Readence, J. E., & Moore, D. W. (2000). Reinventing adolescent literacy for new times: A commentary on perennial and millennial issues in adolescent literacy. *Journal of Adolescent and Adult Literacy*, 43(5), 400-411.

Paris, S.G. (1998). Why learner-centered assessment is better than high-stakes testing. In N.M. Lambert & B.L. McCombs (Eds.), *How students learn: Reforming schools through learner-centered education* (pp. 189-209). Washington, DC: American Psychological Association.

Pearson, P., Hiebert, E.H., & Kamil, M.L. (2007). Vocabulary assessment: What we know and what we need to learn. *Reading Research Quarterly*, 42(2), 282-296.

Serafini, F. (2000/2001). Three paradigms of assessment: Measurement, procedure, and inquiry. *The Reading Teacher*, 54(4), 384-393.

Templeton, S. & Morris, D. (2000). Spelling. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, and R. Barr (Eds.). *Handbook of reading research, Vol. III* (pp. 525-543). Mahwah, NJ: Erlbaum.

Academic Integrity

The class follows the guidelines set forth in the University Code of Academic Integrity. Consult the web at: <http://www.studenthonorcouncil.umd.edu/code.html>

UMCP Honor Pledge

The university has a nationally recognized Honor Code, administered by the Student Honor Council. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Unless you are specifically advised to the contrary, the pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the pledge will be asked to confer with the instructor.

Religious Observances

Please inform the instructor of any absences for religious observances in advance. Students shall be given an opportunity to make up any academic assignment that is missed due to individual participation in religious observances.

Disability Services & Accommodations

If you have a documented disability and require specific accommodations, please contact me as soon as possible.