Course Description:
This course will examine reading assessment theory, materials, and procedures. Students will learn to use a variety of reading assessments in a valid and reliable manner to make on-going instructional changes and to maintain successful classroom practice. In addition, students will examine their knowledge and beliefs related to reading assessment, reading, students, and school.

This course will examine foundational concepts of assessment in reading, the uses of reading assessment, and the communication of results of reading assessment. Students will

- select, administer, and interpret well-researched reading assessments for screening, diagnosis, progress monitoring, and outcome purposes.
- use data from scientifically based reading assessments to make educational decisions, including classroom groupings, referral to specialists, and the evaluation of the effectiveness of practices and programs.
- use effective techniques for communicating assessment results to peers, students, and parents.

1.0 PERFORMANCE OBJECTIVE:
Foundational Concepts of Assessment in Reading

Participants will select, administer and interpret well-researched reading assessments for screening, diagnosis, progress monitoring, and outcome purposes.

Essential Knowledge/Skill:
Participants will demonstrate knowledge of:
A 1.1 Classroom behaviors that indicate possible reading, writing, or language problems
A 1.2 Significant indicators in a child’s history that point to reading problems or help explain classroom behavior
A 1.3 The design and use of reliable and valid classroom screening measures to identify students at risk for reading difficulty such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), TPRI (Texas Primary Reading Inventory), AIMS, and/or PALS (Phonological Awareness Literacy Screening)
A 1.4 Administration and interpretation of reliable and valid classroom screening measures to identify students at risk for reading difficulty such as DIBELS, TPRI, AIMS, and/or PALS
A 1.5 Standards and benchmarks and what they mean for basic, proficient, and advanced reading performance for groups and individuals
A 1.6 Criteria for the selection of assessments:
  o Internal and test-retest reliability
  o Concurrent and construct validity
  o Norm-referenced, benchmark referenced, and criterion referenced
A 1.7 The meaning of basic statistics such as normal curve equivalents; percentile ranks, stanines, quartiles, and grade equivalents
A 1.8 The importance of standardized test administration
A 1.9 Appropriate diagnostic assessments for students who are below grade level in reading and related skills:
  o Letter recognition and concepts of print
  o Phonological and phonemic awareness
  o Phonic correspondences and word attack
  o Word identification accuracy and speed
  o Vocabulary and oral language proficiency
  o Oral passage reading fluency
  o Silent passage reading

A 2.0 PERFORMANCE OBJECTIVE: Uses of Assessment

Participants will use data from scientifically based reading assessments to make educational decisions, including classroom groupings, referral to specialists, and the evaluation of the effectiveness of practices and programs.

Essential Knowledge/Skill: Participants will demonstrate knowledge of:
A 2.1 Legal and ethical issues in the fair and meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, and bias
A 2.2 Using assessments to differentiate format, intensity, and type of instruction, including
  o Choosing a scientifically based instructional program including the three-tier approach (core, supplementary, intervention)
  o Selecting materials
  o Using flexible group patterns
  o Moving children toward independent reading
A 2.3 Research-based options for changing or supplementing programs or instructional routines based on data
A 2.4 Internet resources to locate independent, authoritative reviews of assessments, programs and approaches
A 2.5 Interpreting, synthesizing, and reconciling results from a variety of assessments, including patterns and trends within data

A 3.0 PERFORMANCE OBJECTIVE: Communication of Assessment Results

Participants will use effective techniques for communicating assessment results to peers, students, and parents.

Essential Knowledge/Skill: Participants will demonstrate knowledge of:
A 3.1 Translating technical concepts and terminology of assessments into concrete and clear language for peers, students, and parents
A 3.2 Using data to inform team decisions about instructional goals, methods, and settings
A 3.3 Adaptations of assessment reporting according to cultural, ethnic, and individual sensitivities

Professional Behavior:
It will be expected that all students in pre-service and graduate education courses will conduct themselves in a professional manner. This includes interpersonal dealings, conflict resolution, and managing responsibilities with college staff, fellow students, and field placement personnel.

A student’s final grade may be lowered by one full letter grade for inappropriate behavior. A conference may be held with pertinent personnel in case of serious concerns regarding professional behavior.

Academic Integrity Policy:
In all matters concerning academic integrity, cheating, and plagiarism, this course will comply with the guidelines of the University of Maryland and this program. All work submitted in this course should be the original work of the student, or be accompanied by the proper citation. Guidelines for citation, for direct quotations as well as for paraphrases or reference to others’ work, should follow the APA guidelines.

Americans with Disabilities Act Compliance:
Any student who may need an accommodation due to a disability should make an appointment to see me as soon as possible. Documentation from the university’s disability office must be submitted in order to provide any necessary accommodations.

Attendance:
The student is expected to attend and actively participate in ALL class sessions. Prior notification of intended absence to the instructor is required if possible in order to provide make-up work. As in-class activities and discussion are an integral part of this course, if the student misses all or portions of more than one class, the student’s final grade may be lowered one full grade. The student is responsible for obtaining all notes, handouts, assignments, etc. Repeated
lateness is disruptive to others in the class. Participation points will be reduced if lateness at the start of class or following breaks is a pattern.

It is recommended that students designate a “study buddy” at the start of the course to facilitate collection of handouts and sharing of pertinent information in case of any necessary absence or lateness.

It is University policy to excuse class absences that result from a student’s own illness. University of Maryland procedures for absences as a result of illness mandate that a student produce a self-signed note attesting to the date of the illness in case of a single missed lecture, recitation, or laboratory. Non-consecutive medically necessitated absences must be discussed with the instructor.

Absence as a result of an illness during a “Major Scheduled Grading Event” is required to provide written documentation from the Health Center or an outside health care provider of the illness and the time period during which the student was unable to meet academic responsibilities. Major Scheduled Grading Events in this course are each assignment listed on the “Course Requirements” section of this syllabus.

Students should make every effort to notify and discuss any absences via email, telephone, or in person as soon as possible, whether due to illness, or unexpected, unavoidable emergency family or work obligations, with the instructor to determine appropriate course of action and procedures to make up work, or to demonstrate competence in meeting course objectives or requirements.

**Inclement Weather and Emergency Conditions Policy:**
In case of inclement weather, emergency weather delays or closures for the “Universities at Shady Grove or USM Shady Grove Center” will be followed rather than any individual participating USM institution or public school system. Students may consult the USG website to obtain such information.

http://www.shadygove.umd.edu/about/public-safety/alerts/weather/

Closures and delays will be sent over the e2Campus notification system, as well as being reported on local radio and television news stations. You may also call USG at 301.738.6000 for recorded updates related to closures or delays. Any questions regarding this policy should be directed to the Student Services Office at 301.738.6023.

One or more make-up sessions for any class time missed due to a weather or other emergency will be scheduled.

**Assignments:**
All assignments are to be of publication quality and adhere to the standard APA format (double spaced; absolutely no spelling, punctuation, usage, syntactical, etc. errors).

Assignments submitted late or not of publication quality are subject to a penalty. There are NO make-up assignments for low performances on any of the requirements. A penalty of 10% per
week will be deducted in case of late submission of assignments. A similar penalty will apply to assignments that are not of publication quality.

The completed assignments with accompanying assignment grading rubric should be submitted to the instructor as an attachment via email to rosemarygarr@gmail.com in a Microsoft Word 2007 or earlier document. Always make a copy of your work for your records before you submit the original. The instructor reserves the right to make copies of your papers at her discretion.

Assignments are to be prepared using Times New Roman font size 12, or a similar font and size. A cover sheet with the student’s name, date of submission, title of assignment, course name and number is requested following APA format. The grading rubric should be submitted along with the assignment with the student’s name and date. Students should refer to the rubric prior to and during completion of the assignment. Students are expected to budget and utilize ample time for editing and proofreading of their own assignments.

Students are encouraged to utilize the services of the Academic Support Center at the Universities at Shady Grove for assistance with written work, or other requirements of this and their other courses.

Conferences:
The instructor assumes that all students will be successful in this course. She is available for individual telephone or face to face conferences. If you feel you are having difficulty with the course or need further clarification, make contact via email or telephone as early as possible. Face to face conferences are to be arranged in advance with the instructor via email or by telephone call.

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Reading Data: analysis &amp; grouping</td>
<td>5</td>
</tr>
<tr>
<td>Case Study: record review, background, observation &amp; interview (2 students)</td>
<td>*</td>
</tr>
<tr>
<td>Case Study: oral reading data and analysis (2 students)</td>
<td>*</td>
</tr>
<tr>
<td>Case Study: reading comprehension data and analysis (2 students)</td>
<td>*</td>
</tr>
<tr>
<td>Case Study: intervention and monitoring plan (2 students)</td>
<td>10</td>
</tr>
<tr>
<td>Case Study: final report (1 student)</td>
<td>20</td>
</tr>
<tr>
<td>Case Study: poster &amp; handouts (1 student)</td>
<td>10</td>
</tr>
<tr>
<td>Parent/Family Communication and Collaboration</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Responses/ Online Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Textbook reading reflections, tasks, and/or quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL POINTS POSSIBLE**

100

Rubrics will be shared for written assignments in this course.
Grading:

Students will be evaluated using the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>No credit</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

A penalty of 10% per week will be deducted in case of late submission of assignments. A similar penalty will also be applied in case of submission of assignments that are not of publication quality. APA guidelines are to be followed for written assignments.

Class Reading Data Analysis & Grouping: 5 points

The graduate student is to gather (and bring to class) previously administered screening reading assessment data for a whole class of students, analyze the data, and determine appropriate small reading instruction groups and area(s) of instructional focus for each group.

A 2-3 page written analysis of strengths and needs of the students based on the data, specific small groupings determined in response to the data, and instructional recommendations for each small group are to be submitted along with a copy of the data. Student last names or other identifying staff, family, or school information should be omitted or hidden when information is shared and submitted.

Case Study Project: 40 points total

(10 pts. intervention plan, 20 pts. case study paper, 10 pts. poster presentation and handouts)

This is a multiple part assignment that will offer the graduate student the opportunity to apply and demonstrate knowledge of reading assessment and responsive instructional planning and delivery with students in the school setting throughout the span of the course. Confidentiality and respect for the student, family, and staff colleagues is to be maintained throughout this and any other project.

Some parts of the project will be due and checked along the way for preparation for inclusion in the final paper, but will not be graded separately.

In preparation for the graded components of the plan, the graduate student is to prepare and bring to class information and summarization of three reading assessment and responsive components as listed below on 2 students prior to completing the intervention plan, written report, and poster presentation and handouts. Although these components will not be graded separately when initially brought to and discussed in class, it is important that timely attention to these components be maintained, including gathering, analyzing, and responding to individual student
reading assessment data, in order to successfully draft key points to be specifically addressed in the final case study report.

For all parts of the case study project: In order to maintain the privacy of information collected about the selected child, please be sure that any identifying information has been removed from all materials prior to including it in your case study. You are responsible for obtaining permission from teacher, school or parents that are required by the school to work with and assess the selected student. You may inform pertinent personnel of the intent and use of the information gathered or reported during or as a result of this case study project. At no time should information gathered for this course be shared or made part of the student’s school or other records.

Each component of the Case Study project should be a high quality product that reflects your skill as a teacher in collecting instructionally relevant reading assessment and related information about a student, using the gathered information for informed decision-making in the instructional planning process, and clearly communicating results to others. Any additional sections or information that you feel would enhance the quality of the resulting profile are encouraged.

**Preliminary (not separately graded) required reading assessment case study components:**

- record review, background, observation & interview (2 students)
  - Carry out and bring to class information obtained through a record review of the cumulative, health, and (if present) confidential file for two (2) students selected as a result of your whole class data analysis. Other pertinent background information may also be obtained and reviewed in a respectful and confidential manner. An interview regarding the students’ reading preferences and habits should be carried out, recorded, and brought to class.

- oral reading data and analysis (2 students)
  - Carry out and bring to class the materials used and the results found for two or more oral reading assessments with two (2) students.
    - An informal reading inventory format prepared by the graduate student or obtained via a commercial IRI resource, or running records and miscue analysis using leveled text within the classroom setting may be used.

- reading comprehension data and analysis (2 students)
  - Carry out and bring to class the materials used and the results found for two (2) or more reading comprehension assessments with two (2) students. At least one of the assessments should be made by the graduate student, and should reflect leveled text.
    - For a non-reader or for a reader who is performing well below grade level, chronological age level, or other expectations, a listening comprehension assessment should be carried out in addition to one or more reading comprehension assessments and brought to class for analysis and inclusion in the final case study report.

**Final reading assessment case study graded and required components:**

- **Intervention and monitoring plan (1 student)**
After gathering and analyzing data from the three components listed above, the graduate student is to prepare and written a reading intervention and monitoring plan for 1 of the 2 students. The plan is to demonstrate thoughtful, practical determination of appropriate instructional focus, strategies, and materials in response to the previously gathered data on that student, and is to be carried out to the greatest extent possible with that student prior to writing the final case study report.

**Case study written report (1 student)**

- Students will develop an in-depth written reading profile report for one (1) of the two (2) students studied above using information from a variety of sources. The final written case study for 1 student should include the following parts. It is likely that 6 to 8 (or more) pages may be required in order to address each component of the narrative portion of the project. In addition, an appendix should be attached with any pertinent assessment or instructional materials or documentation:
  - Background information about the student gained by looking at past work samples, interviewing a teacher who has worked closely with him or her (or a parent if possible) and reviewing any school records available.
  - Results of an interview with the child regarding reading attitudes and experiences.
  - Results of a guided observation during regular class work requiring the student to read.
  - Results of 2 appropriate informal reading assessments you have developed, administered, scored and interpreted (include a copy of the assessments and the reading material used in your appendices).
  - Results from an assessment of reading comprehension, listening comprehension or strategy use that you have designed yourself. (Include a copy of the assessment and the reading material used in your appendices).
  - Results of 1 appropriate commercial or county mandated reading assessment which you either reviewed or administered, including detailed scoring and interpretation information,
  - A summary of the child’s strengths and weaknesses with appropriate documentation from data gathered during each part of the case study project.
  - Instructional recommendations and monitoring plan based on the data gathered throughout the project during and as a result of your work with the student.
  - Data collected to show initial results of implementation of at least one of these instructional recommendations.
  - An Appendix which includes
    - actual assessment documents or protocols, observation forms
    - a journal of anecdotal information gained and recorded 2 or 3 times per week reflecting your interaction/instruction with the student as well as or his or her performance during other reading tasks in school.
For all parts of the case study project: In order to maintain the privacy of information collected about the selected child, please be sure that any identifying information has been removed from all materials prior to including it in your case study. You are responsible for obtaining permission from teacher, school or parents that are required by the school to work with and assess the selected student. You may inform pertinent personnel of the intent and use of the information gathered or reported during or as a result of this case study project.

Each component of the Case Study project should be a high quality product that reflects your skill as a teacher in collecting instructionally relevant reading assessment and related information about a student, using the gathered information for informed decision-making in the instructional planning process, and clearly communicating results to others. Any additional sections or information that you feel would enhance the quality of the resulting profile are encouraged.

**Poster presentation and handouts (1 student)**
- The intent of the assignment is to succinctly and clearly summarize key points of your case study work with 1 student, and to gather helpful reactions to your work from your peers.
- An excellent source for information about the value and format of poster sessions, as well as a bank of tips for preparing poster presentations is Perrin, R.(2009), *Pocket Guide to APA Style, 3rd edition*. Wadsworth Cengage Learning, on pages 137-140.
- The poster should be visually attractive, legible, and informative. It should include background, observation, and student interview information, oral reading data, reading comprehension data, and responsive instructional intervention and monitoring plan, results from the strategies or instruction that you have provided during the course of the case study and intervention, and future recommendations.
- A handout bulleting or highlighting key information about the case study findings, recommendations, and reflections should be prepared and copied to be shared with peers in this class and with the instructor. It should be one, or, at the maximum, two pages long.
- The student should be prepared to present key elements or discuss findings or recommendations with peers as part of an in-class poster sharing session.

For all parts of the case study project: In order to maintain the privacy of information collected about the selected child, please be sure that any identifying information has been removed from all materials prior to including it in your case study. You are responsible for obtaining permission to work with this student utilizing the usual CITE program procedures letter.

Each component of the Case Study project should be a high quality product that reflects your skill as a teacher in collecting instructionally relevant reading assessment and related information about a student, using the gathered information for informed decision-making in the instructional planning process, and clearly communicating results to others. Any additional sections or information that you feel would enhance the quality of the resulting profile are encouraged. APA Style guidelines for written papers should be followed for the narrative written portions of this multi-part assignment.
Parent/Family Communication and Collaboration: 10 points
(3 points parent reading data conference prep. & role play, 7 points written report and materials)

Through this assignment, the graduate student is to demonstrate competence in preparing and sharing reading assessment information in an understandable, supportive manner with parents or family members of the one student who is the subject of the final written case study report in oral and written form, and to select, prepare and share responsive reading strategies and instructional materials the family/parent may use to support their child’s reading growth at home. A practical monitoring and communication format and plan with families is to be included as an essential component of the project. Consideration of the strengths and needs of the student, as well as the communication style and resources of the family/parent, are to be taken into account and be evident in the written assignment. A 3 – 5 page narrative report including each component, along with samples of the instructional materials and family/parent communication format, are to be submitted in fulfillment of this assignment. No specific identifying information for the student, family/parent is to be included in the report or materials. Initials are the suggested identifying format.

Discussion Board Responses and Online Class Session Assignments: 10 points
Questions and/or tasks reflecting reflection and/or application regarding the content and reading assignments for each of the four scheduled online class sessions will be shared and posted electronically prior to each online class session. Internet or other research will be required for one or more of the assignments. Each task or response will be worth 2.5 points.

Textbook Reading Reflections, Tasks and/or Quizzes: 10 points
Students are expected to conscientiously and thoughtfully reflect on the assigned readings for each course session. They will be given the opportunity to demonstrate their understanding and response to the content of the assigned readings during class through short quizzes, written reflections, class small or whole group discussion, or other processing tasks during each of the ten scheduled face-to-face classes. Each successfully completed reading reflection, task, or quiz will be worth 1 or more points, for a total of 10 points for the entire course.

Final Exam 10 points
The final exam will afford the student the opportunity to demonstrate key concepts and information regarding reading assessment covered during the course. Key concepts and information from the face to face and online class sessions and course readings will be included on the exam. The format of the exam may include a combination of selected response/multiple choice questions, true/false statements, graphic organizer completion, and essay prompts or questions.

Participation 5 points
The format of this course includes cooperative groups, lecture/discussion, problem solving, multimedia presentations, online research and contributions, and in class discussion and tasks. Students are expected to be attend each session punctually, to be actively involved and fully engaged on a consistent basis, and to make positive contributions to each task and aspect of the
course. They must be prepared to discuss all assigned readings on the day they are due, and be willing to share their perspectives, knowledge, and reflections.

Electronic communication, carrying out tasks or discussions unrelated to the class topic or activity, may result in a deduction from the participation grade. Professional behavior and attitudes are to be demonstrated. Respect and confidentiality for all students, their families, and staff in current or previous workplace and personal lives are to be demonstrated consistently.

The University of Maryland guidelines and procedures for attendance, scheduled to be implemented in September 2011, are to be followed as summarized elsewhere in this syllabus. Further information may be found on the University of Maryland’s Assessment and Attendance policy may be found on the umd.edu website.
# Course Schedule: EDCI 662  
**Diagnostic Reading Assessment & Instruction**  
*Fall 2011 Tuesdays, 1:30 to 4:30 p.m.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Format</th>
<th>Content</th>
<th>Readings &amp; Assignments Due</th>
</tr>
</thead>
</table>
| 1    | 8/30    | **Face to face**  
Introductions and course expectations  
- Syllabus, assignments, policies  
Classroom reading assessment  
- Running records, miscue analysis  
- Retelling  
- Observation | Chapter 1 |
| 2    | 9/13    | **Face to face**  
Overview: Types of assessment  
Standardized  
- assessment terms & scoring  
- norm-referenced vs. criterion-referenced assessment  
Informal Assessment  
Reading assessment data display & analysis  
- Class/individual strengths & needs  
- Grouping  
Response to intervention  
- Intent, concepts, tiers | Chapter 1  
Chapter 2  
Gather/bring whole class reading data sheets (MyMCPS and/or other sources) |
| 3    | 9/20    | **Face to face**  
Oral language assessment  
Concepts about print assessment | Chapter 3  
Chapter 4 |
| 4    | 10/4    | **Face to face**  
Phonemic awareness assessment  
Alphabetic principal assessment  
Phonics & decoding assessment  
- miscue analysis | Chapter 5  
Chapter 6  
Case study: record review, background, and interview information for 2 students due |
| 5    | 10/11   | **Online**  
Continue phonics & decoding assessment  
Fluency assessment | Chapter 6  
Chapter 7 |
| 6    | 10/18   | **Face to face**  
Vocabulary assessment  
Text levels  
- Determining text level  
- Matching text levels to reader | Chapter 8  
*Bring leveled text reading books  
Case study: oral reading assessment data and analysis for 2 students due |
| 7    | 10/25   | **Online**  
Comprehension assessment | Chapter 9 |
<p>| | | | | |</p>
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</table>
| **8** | **11/1** | **Face to face** | Continue comprehension assessment | Chapter 9
| **8** | **11/1** | **Face to face** | Communication assessment results | Chapter 10
| **9** | **11/8** | **Face to face** | Communicating assessment results | Chapter 10
| **10** | **11/15** | **Online** | Standards | www.interventioncentral.org
| **11** | **11/22** | **Face to face** | Writing assessment | www.ed.gov
| **12** | **11/29** | **Online** | Planning and managing effective reading assessment and instruction | www.mdk12.org
| **13** | **12/6** | **Face to face** | Case Study Poster Session | www.mdreportcard.org
| **14** | **12/13** | **Face to face** | Summarization and next steps | Final exam
Selected References


Montgomery County Public Schools (2010). *Problem solving for student success.* Rockville, MD. MCPS.


**Examples of Assessments**


*CORE Assessing Reading: Multiple Measures for Kindergarten Through Eighth Grade.* Consortium on Reading Excellence. 888-2496155


Fuchs, L., Hamlett, C., & Fuchs, D. *Monitoring Basic Skills Progress* (*MBSP*) (Computer tool for progress monitoring.) Austin, TX: Pro-Ed. [www.proedinc.com](http://www.proedinc.com)


Texas Education Agency ( ) *Texas Primary Reading Inventory* (*TPRI*) [www.tpri.org](http://www.tpri.org)


Auditory Analysis Test <aram/aat_aram.pdf>

Clinical Evaluation of Language Fundamentals - 3rd Ed. (*CELF-3*) <aram/celf_aram.pdf>
Comprehensive Test of Phonological Processing (CTOPP) <aram/ctopp_aram.pdf>
Curriculum-Based Measurement (CBM): Oral Reading Fluency <aram/cbm_aram.pdf>
Degrees of Reading Power (DRP) <aram/drp_aram.pdf>
Dynamic Indicators of Basic Early Literacy Skills - 5th Ed. (DIBELS) <aram/dibels_aram.pdf>
Early Reading Diagnostic Assessment (ERDA) <aram/erda_aram.pdf>
Gray Oral Reading Test - IV (GORT-IV) <aram/gort_aram.pdf>
Iowa Test of Basic Skills (ITBS) <aram/iowa_aram.pdf>
Letter Sound Fluency <aram/lsf_aram.pdf>
Lindamood Auditory Conceptualization Test <aram/lindamood_aram.pdf>
An Observation Survey of Early Literacy Achievement <aram/observation_aram.pdf>
Peabody Picture Vocabulary Test - 3rd Ed. (PPVT-3) <aram/ppvt_aram.pdf>
Phonological Awareness Test <aram/pat_aram.pdf>
Qualitative Reading Inventory (QRI) <aram/qri_aram.pdf>
Roswell-Chall Auditory Blending <aram/roswell_aram.pdf>
Slosson Oral Reading Test - Revised (SORT-R) <aram/sort_aram.pdf>
Stanford Achievement Test - 9th Ed. (SAT-9) <aram/sat_aram.pdf>
TerraNova - CAT (2nd Ed. TerraNova; 6th Ed. CAT) <aram/terra_aram.pdf>
Test of Language Development - Primary: 3rd Edition (TOLD-P:3) <aram/told_aram.pdf>
Test of Phonological Awareness (TOPA) <aram/topa_aram.pdf>
Test of Word Knowledge (TOWK) <aram/towk_aram.pdf>
Test of Word Reading Efficiency (TOWRE) <aram/towre_aram.pdf>
Texas Primary Reading Inventory (TPRI) <aram/tpri_aram.pdf>
Wechsler Individual Achievement Test - II (WIAT-II) <aram/wiat_aram.pdf>
Woodcock-Johnson III Test of Achievement <aram/wjach_aram.pdf>
Woodcock-Johnson III Test of Cognitive Abilities <aram/wjcog_aram.pdf>
Woodcock Reading Mastery Test - Revised (WRMT-R) <aram/wrmt_aram.pdf>
Yopp-Singer Test of Phoneme Segmentation <aram/yopp_aram.pdf>

Websites for Evaluating Assessments
Analysis of Reading Assessment Instruments for K-3 http://idea.uoregon.edu/assessment
Florida Center for Reading Research www.fcrr.org
EDCI 662: Diagnostic Reading Assessment and Intervention
Class Reading Data Analysis and Grouping Rubric

Graduate Student ___________________________ Date __________ Total Score Earned: __________

(Note that identifying information for students or staff should be omitted when sharing or submitting parts or all of this project.)

<table>
<thead>
<tr>
<th>Element</th>
<th>1.66 Advanced</th>
<th>1.0 Proficient</th>
<th>0.66 Basic</th>
<th>0.33 Below Basic</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Reading Assessment Data Charts or Information</td>
<td>Thoroughly, accurately, and clearly included and described with specifics</td>
<td>Included and described with some specificity</td>
<td>Partially included or vaguely described</td>
<td>Incompletely addressed or not present</td>
<td></td>
</tr>
<tr>
<td>Analysis of the Data</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Grouping &amp; Instructional Focus</td>
<td></td>
<td></td>
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</table>

Comments:                                     Total Points Earned: __________
EDCI 662: Diagnostic Reading Assessment and Intervention
Case Study Intervention and Monitoring Plan Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>2 Advanced</th>
<th>1.5 Proficient</th>
<th>1 Basic</th>
<th>0.5 Below Basic</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assessment Data and Analysis</td>
<td>Thorough screening and individual assessment data on dimensions of early literacy or components of reading with detailed, reflective analysis.</td>
<td>Screening and individual assessment data on most dimensions of early literacy or components of reading. Reflective analysis.</td>
<td>Partial reading assessment data. Analysis incomplete or not clearly supported by the data.</td>
<td>Little or no data or analysis included.</td>
<td></td>
</tr>
<tr>
<td>Instructional Intervention</td>
<td>Research based, responsive, specific and practical instructional intervention strategies clearly align with data and analysis.</td>
<td>Instructional intervention strategies generally align with data and analysis.</td>
<td>Instructional intervention strategies only partially align with data and analysis.</td>
<td>Instructional intervention strategies clearly conflict with data and analysis.</td>
<td></td>
</tr>
<tr>
<td>Monitoring Plan</td>
<td>Specific, practical plan with data collection procedures and schedule included. Clearly measures objectives reflecting the data and intervention plan.</td>
<td>Somewhat practical plan with data collection procedures. Generally aligns with data and intervention plan.</td>
<td>General recommendations for monitoring included. Aligns somewhat with data and instructional intervention.</td>
<td>Monitoring not addressed or clearly does not align with data or instructional intervention.</td>
<td></td>
</tr>
<tr>
<td>Presentation &amp; Appendix</td>
<td>APA format followed accurately throughout the written portion of the paper. Well-written, clearly presented, with no spelling or grammar errors. Includes complete supporting documents and examples.</td>
<td>APA format followed. Fairly well-written, fairly easy to understand. Includes some supporting documents or examples.</td>
<td>APA format followed with some deviations. Somewhat difficult to understand. 3-5 spelling, grammar or other errors. Includes 1-3 documents that minimally exemplify project.</td>
<td>APA format not evident. Written language construction, spelling, grammar, or other errors, so great that the reader is highly distracted. No pertinent documents.</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Confidentiality and respect clearly demonstrated throughout.</td>
<td>Confidentiality and respect fairly evident.</td>
<td>Confidentiality or respect somewhat evident.</td>
<td>Confidentiality and respect not evident.</td>
<td></td>
</tr>
</tbody>
</table>

Comments: [ ]

<table>
<thead>
<tr>
<th>Total Score</th>
</tr>
</thead>
</table>

Graduate Student_________________________ Date__________ Total Score Earned:________

(10 points possible)
EDCI 662
Diagnosis Reading Assessment and Instruction
Case Study Final Paper Rubric

<table>
<thead>
<tr>
<th>Graduate Student ___________________________</th>
<th>Date ____________</th>
<th>Points earned:__________</th>
<th>(20 points possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element</td>
<td>2 Advanced</td>
<td>1.5 Proficient</td>
<td>1 Basic</td>
</tr>
<tr>
<td>Background information, record review, screening data</td>
<td>Thoroughly, accurately, and clearly described with specifics</td>
<td>Included and described with some specificity</td>
<td>Partially included or vaguely described</td>
</tr>
<tr>
<td>Interview with Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation during regular classroom reading lesson or task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Informal Reading Inventory Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Reading (and/or Listening) Comprehension Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Reading Assessment Data Analysis: Strengths &amp; Needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention and Monitoring Plan (short summary)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>APA format followed accurately. Well-written, clearly presented, with no errors.</td>
<td>APA format followed. Fairly well-written, fairly easy to understand.</td>
<td>APA format generally followed. Somewhat difficult to understand. 3-5 spelling, grammar or usage errors.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Confidentiality and respect clearly demonstrated throughout.</td>
<td>Confidentiality and respect fairly evident.</td>
<td>Confidentiality or respect somewhat evident.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
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</tr>
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</table>
# EDCI 662: Diagnostic Reading Assessment and Intervention
## Case Study Poster Presentation Rubric

<table>
<thead>
<tr>
<th>Graduate Student __________________________</th>
<th>Date _______</th>
<th>Total Points Earned _______</th>
<th>(10 points possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 Advanced</strong></td>
<td><strong>1.5 Proficient</strong></td>
<td><strong>1 Basic</strong></td>
<td><strong>0.5 Below basic</strong></td>
</tr>
<tr>
<td><strong>Poster Content</strong></td>
<td><strong>Poster Visual Elements</strong></td>
<td><strong>Handout</strong></td>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td>Most or all key elements of the case study addressed in a balanced fashion.</td>
<td>Graphic elements enhance poster and engage or attract audience, Headings, bullets, font style &amp; size enable readability 3 – 6 feet away. Judicious use of amount of text.</td>
<td>Handout summarizes key elements of project in a clear, succinct manner. Supplements, but does not duplicate poster information. Excellent grammar and writing style. Formatting enhances understandability.</td>
<td>Presenter clearly highlights key features, engages audience, uses effective verbal and non-verbal communication skills, appears comfortable, anticipates or answers questions</td>
</tr>
<tr>
<td>Some key elements of case study included or overemphasized.</td>
<td>Graphic elements somewhat enhance poster, but do not engage audience. Somewhat readable 1 – 2 feet away. Judicious use of amount of text.</td>
<td>Handout summarizes key elements. One or two grammar or writing style errors. Formatting enhances understandability to some degree.</td>
<td>Presenter shares some features, answers questions, somewhat comfortable, answers direct questions only.</td>
</tr>
<tr>
<td>One or two key elements of case study included or overemphasized.</td>
<td>May be read close up. Poor or little use of headings, bullets, font size or style. Use of too much or too little text distracts audience.</td>
<td>Handout addresses one or more elements. Grammar or style errors distract reader. Formatting that enhances understandability not evident.</td>
<td>Presenter simply reads or summarizes material on poster or supporting documents. Somewhat uncomfortable.</td>
</tr>
<tr>
<td>Key elements of case study not apparent.</td>
<td>Difficult to read. Few to no graphic elements present that engage audience. Messy or hasty construction evident.</td>
<td>No supporting handout, or, supporting documents do not address key elements in an understandable fashion.</td>
<td>Presenter demonstrates discomfort. Does not engage audience. Little to no conveyance of information or demonstration of communication skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Professionalism</strong></th>
<th><strong>Comments:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster, supporting documents, and verbal presentation consistently demonstrate respect for the family, student, staff, and assignment. Consistently honors confidentiality, is non-judgmental, and demonstrates empathy.</td>
<td>Poster, supporting documents, and verbal presentation demonstrate some respect for family, student, staff and assignment. Generally honors confidentiality, is non-judgmental, and demonstrates empathy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Total Score</strong></th>
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### EDCI 662: Diagnostic Reading Assessment and Intervention
#### Parent/Family Communication and Collaboration Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>3 Advanced</th>
<th>2 Proficient</th>
<th>1 Basic</th>
<th>0 Below Basic</th>
<th>Points earned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent reading data conference role play</td>
<td>Thorough preparation evident with materials, scores, work samples, key points ready. Excellent communication skills, interactive discussion with “parent.” Pertinent data shared respectfully, objectively and understandably, with opportunities for parent to respond. Timeframe balanced. Parent input sought and honored regarding home assistance.</td>
<td>Some evidence of preparation. Adequate communication skills, with small opportunities for parent to interact. Educational terms predominate. Some attention to timeframe and balance of conference.</td>
<td>Materials prepared, but shuffled or handled in an awkward fashion. Little or no opportunity for parent to clarify terms. Timeframe used in an unbalanced fashion.</td>
<td>Little or no preparation evident. Poor communication skills result in a one-sided conference that is uncomfortable or incomprehensible for parent.</td>
<td>(10 points possible)</td>
</tr>
<tr>
<td>Parent Reading Assessment Written Report</td>
<td>Entire report is complete, objective with excellent use of language, grammar, and formatting. Claims supported by data in an understandable manner for parent. Respectful to student and family, parent friendly tone. Report is somewhat complete, mostly objective language. General use of data or data not supported with explanation. Respectful to student and family. Parent friendly tone.</td>
<td>Report is incomplete, confusing, with data not understandable to typical parent.</td>
<td>Report contains numerous writing errors. Data and claims not consistent or understandable to parent. Clearly disrespectful tone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Reading Support Materials</td>
<td>Materials align with data-based strengths &amp; needs. Clearly understandable for parent/student and easy to use. Attractive, motivational content and useful, valuable, strategies for student Balanced amount of materials in relation to time and resources of family. Materials generally aligned with data. Fairly understandable for parent/student. Useful strategies for student. Balanced amount of materials re time and family..</td>
<td>Materials inconsistent with data. Unattractive or difficult to understand and carry out for family or student.</td>
<td>Poorly matched materials to data. Confusing, overwhelming or underwhelming for parent or student in one or more ways.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total points earned**

**Comments:**
### EDCI 662
Diagnostic Reading Assessment and Intervention
Participation Rubric

**Student _________________________**

**Session(s)______**

**Date(s): ________________**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Indicator</th>
<th>1.66 Consistently</th>
<th>1.0 Frequently</th>
<th>0.66 Occasionally</th>
<th>0.33 Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong></td>
<td>Listened actively during class. Made positive, well-considered contributions in whole, small group, or paired discussions. Participated in a thoughtful manner in activities. Avoided electronic and other distractions to self and peers. Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork and Professionalism</strong></td>
<td>Displayed positive, respectful behaviors, interactions, verbal and written comments and contributions that enabled the success of the grad student and his or her classmates. Comments and actions showed regard and respect for school staff, students and families. Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance and Punctuality</strong></td>
<td><em>Attended regularly and was on time for class and following breaks, and remained during the entire session. Comments: Note:</em> Two or more absences or frequent lateness may result in a lower course grade. Consult with the instructor regarding unavoidable circumstances.</td>
<td></td>
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</tr>
</tbody>
</table>

**Subtotal**

5 points possible

**Total points earned ________**
EDCI 662  
Diagnostic Reading Assessment and Intervention  
Discussion Board and Online Task Completion Rubric

<table>
<thead>
<tr>
<th>Student ____________________________</th>
<th>Date ______________</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>5 Advanced</th>
<th>3 Proficient</th>
<th>1 Basic</th>
<th>0 Below Basic</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>All elements of online assignment(s) completed conscientiously and thoroughly. Clear evidence that readings were thoughtfully carried out and analytically and reflectively. Thorough written response or task completed on time, using professional language with minimal or no errors. Assignment carried out by due date.</td>
<td>Most elements completed in a fairly thorough fashion. Readings carried out with some analysis or reflection evident. Written response on time, with somewhat professional language or with a few errors that do not distract the reader. Carried out by due date.</td>
<td>Small evidence of assignment being carried out. Minimal or poorly written response. Assignment completed one or more weeks late.</td>
<td>Response or task not carried out.</td>
<td></td>
</tr>
</tbody>
</table>

Online assignment # 1

Online assignment #2

Online assignment #3

Online assignment #4