One of the greatest challenges for reading teachers and specialists 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 and to plan interventions. 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 and for advanced certification as a reading specialist in the state of Maryland. 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 framework for the College of Education provides the overall foundation and structure for this course and for the clinical sequence. It emphasizes the development of knowledge in the following areas: subject matter, pedagogy, learners, curriculum, educational goals and assessment, social and cultural contexts, and technology.

COURSE STANDARDS & OBJECTIVES

This course meets and addresses the Reading Specialists/Literacy Coaches portion of the International Reading Association’s (2010) Standards for Reading Professionals.

Reading Specialist/Literacy Coach Candidates will:
1. understand the theoretical and evidence-based foundations of reading and writing processes and instruction
2. use instructional approaches, materials, and an integrated, comprehensive, balanced
curriculum to support student learning in reading and writing
3. use a variety of assessment tools and practices to plan and evaluate effective reading and
   writing instruction
4. create and engage their students in literacy practices that develop awareness,
   understanding, respect, and a valuing of differences in our society
5. create a literate environment that fosters reading and writing by integrating foundational
   knowledge, instructional practices, approaches and methods, curriculum materials, and the
   appropriate use of assessments
6. recognize the importance of, demonstrate, and facilitate professional learning and
   leadership as a career-long effort and responsibility

Full descriptions of each standard are available on the IRA website at the following address:
http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalS
   tandards2010_Role5.aspx

Course Objectives: All related IRA Standards are referenced in parentheses.

Students in this course will demonstrate understanding of
1. theories of assessment and models of reading diagnosis (IRA Standards 1.1, 3.1)
2. formal and informal assessments, and appropriate use of assessments (IRA Standards 3.1,
   3.2, 3.3)
3. tools and strategies for diagnosing and developing elements of literacy (IRA Standards 2.1,
   2.2, 2.3, 3.2)
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. technical aspects of test construction, including reliability and validity in assessment/testing
   (IRA Standard 3.1)
6. assessment issues related to cultural and linguistic diversity (IRA Standards 4.1, 4.2, 4.3)
7. assessment issues related to motivational concerns for less proficient readers and writers
   (1.1, 3.1)

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 written diagnostic case reports for various audiences (IRA Standard 3.4)
5. researching reading assessment issues in order to further individual understanding and
   practice and collegial understanding and practice (IRA Standards 6.2, 6.4)

COURSE TEXTS

contain a separate book of reader’s passages].

**COURSE REQUIREMENTS**

**Participation & Class Activities**

This portion of your grade will take into account the quality and substance of your contributions to our on-going learning and development. You are expected to attend all scheduled classes and to participate in class discussions and activities. Examples of class activities include developing questions and reflections about readings, facilitating and engaging in small group discussions, researching information, analyzing and responding to cases, reviewing data, sharing strategies, and planning assessment activities. [15%]

**Assignments and Projects**

**Research Paper:** Each student will investigate an issue related to literacy assessment and develop a research paper on the topic with implications for practice and for future research. Papers should be informative and include the following: introduction to the topic, rationale for the investigation, thorough description of at least 4 research studies, conclusions, and implications. Information from papers should be shared with the class in a short multimedia presentation that could be used as part of a professional development program for the purpose of advancing research-based practice. Presentations will occur throughout the semester. (IRA Standards 1.1, 1.2, 1.3, 3.1, 6.2, 6.4) [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, including informal reading inventories, and evaluate data to determine individual literacy strengths and needs. Assessments may include running records, miscue analysis, retellings, comprehension questions, interviews, writing samples, spelling inventories, and other appropriate tools designed to analyze the components of fluent, strategic reading. Organize and communicate your findings into a diagnostic report appropriate for various audiences, including parents, teachers, and administrators. Your report should also include appropriate individualized recommendations for instruction, materials and grouping, and instructional environment. Projects are due at the end of the semester and will be presented to the class. (IRA Standards 1.3, 2.1, 3.1, 3.2, 3.3, 3.4, 4.2) [60%]

**TENTATIVE COURSE OUTLINE**

**Week 1 – September 6, 2011**

**Introduction to Reading Assessment**

Syllabus, Clinical Course Sequence & Expectations; Standards for Reading Professionals; Reading Assessment in Theory and in Practice

Readings
Johnston (2003) article

**Week 2 – September 13, 2011**
The Reading Process & Principles of Assessment
Assessment Principles & Purposes; Behaviors of Good Readers and Struggling Readers

Readings
Chapters 1-2 in Reading Assessment
Chapter 2 in When Readers Struggle
Johnston & Costello (2005) article

**Week 3 – September 20, 2011**
Identifying Reading Difficulties
Factors Related to Reading Difficulty; Using Multiple Measures to Assess Reading; Determining Reading Level; the Informal Reading Inventory Process

Readings
Chapter 3 in Reading Assessment
Chapter 3 in When Readers Struggle
Bring Critical Reading Inventory (CRI)

**Week 4 – September 27, 2011**
The Informal Reading Inventory (IRI) Process
Types of IRIs, Critical Reading Inventory; Benchmark Assessments; Diagnostic Project Directions

Readings
Mokhtari et al. (2011) article
Critical Reading Inventory (CRI)

**Week 5 – October 4, 2011**
Assessing Early Literacy & Beginning Reading
Language and Print Concepts; Phonological Awareness; Early Literacy Assessments; Running Records

Readings
Chapter 4 in Reading Assessment
Chapters 4, 9, 10 in When Readers Struggle
Invernizzi et al (2004) article

**Week 6 – October 11, 2011**
Assessing Word Identification
Running Records; Miscue Analysis; Phonics & Decoding, Word Sorts

Readings
Chapter 5 in Reading Assessment
Chapter 12 in When Readers Struggle
Wapole & McKenna (2006)
**Week 7 – October 18, 2011**  
**Assessing Fluency**  
Reading Rate, Accuracy, & Intonation; Timed Word Lists; Curriculum-Based Measurements; Checklists & Rubrics

**Readings**  
Chapter 6 in *Reading Assessment*  
Chapter 16 in *When Readers Struggle*  
Hudson, Lane, & Pullen (2005) article

**Week 8 – October 25, 2011**  
**Assessing Comprehension & Vocabulary**  
Prior Knowledge; Vocabulary Knowledge; Peabody Picture Vocabulary Test; Narrative & Expository Retellings

**Readings**  
Chapter 7 in *Reading Assessment*  
Pearson, Hiebert, & Kamil (2007) article  
Lenski et al. (2006) article

**Week 9 – November 1, 2011**  
**Assessing Comprehension & Vocabulary**  
Narrative & Expository Retellings; Questions & Responses; Assessing Strategy Use

**Readings**  
Chapter 7 in *Reading Assessment*  
Afflerbach (2007) article/chapter  
Applegate, Quinn, & Applegate (2006) article

**Week 10 – November 8, 2011**  
**Research Paper Presentations**  
**Research Paper Due**

**Week 11 – November 15, 2011**  
**Assessing Writing & Spelling**  
Reading and Writing Connections; Writing Development & Skills; Writing Samples & Rubrics; Spelling Inventories

**Readings**  
Chapter 13 in *When Readers Struggle*  
Romeo (2008) article  
*Words Their Way* Chapters 1-2 (on Blackboard)
Week 12 – November 22, 2011 (online class)
Assessing Motivation & Engagement
Observations, Interviews, & Surveys

Readings
Reading Assessment Chapter 8
When Readers Struggle Chapter 20

Week 13 – November 29, 2011 (online class)
Using Formal Assessment Data
Standardized Tests; Types of Scores; Considerations & Limitations

Readings
Reading Assessment Chapter 9
Applegate et al (2009)

Week 14 – December 6, 2011 (online class)
Collecting, Organizing, & Presenting Data
Analyzing & Reporting Assessment Results; Instructional Recommendations; Report Writing; Diagnostic Project Preparation

Readings
Reading Assessment Chapter 10
Reread Mokhtari et al. (2011) article

Week 15 – December 13, 2011
Diagnostic Project Presentations
Diagnostic Project Due

NOTE: Some class sessions may be held on Blackboard.

ADDITIONAL REQUIRED READINGS
Available on Blackboard


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**GENERAL INFORMATION**

**Blackboard & Email**

Blackboard will be used for communication, information, and learning. Students are expected to check Blackboard regularly for announcements, assignments, and readings. Blackboard uses your university email address ([mail@umd.edu](mailto:mail@umd.edu)) for all communication unless you have officially changed your email address with the university. Students may verify or change their email address on Testudo ([http://www.testudo.umd.edu/Registrar.html](http://www.testudo.umd.edu/Registrar.html)). It is the responsibility of the student to make sure that email address in Blackboard is accurate.

**Grading Scale**

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\text{A} = 90-100 \quad \text{B} = 80-89 \quad \text{C} = 70-79 \quad \text{D} = 60-69 \quad \text{F} = \text{below 60}
\]

**Disability Services & Accommodations**

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

**Academic Integrity & Honor Pledge**

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. 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. For further information, consult [http://www.studenthonorcouncil.umd.edu/index.html](http://www.studenthonorcouncil.umd.edu/index.html).

**Attendance Policy (for absences due to illness)**

Regular attendance and participation are expected. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent more than 1 time, the instructor may require documentation signed by a health care professional.
3. If a student is absent on days when tests are scheduled or papers are due [*or other such events as specified in the syllabus*] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

**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.

**Online Course Evaluations**

At the end of each semester, students are asked to complete course evaluations through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. The link at which you can access the submission system is [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu).