The University of Maryland, College Park  
College of Education  
EDCI 662:  
Diagnostic Reading Assessment and Instruction  
Course Syllabus  
Summer 2014

Class Meets:  Monday, Tuesday, Wednesday, Thursday 9:00 am-12:00pm,  
June 3-June 26  
*Please note we will meet Tuesday, June 3-Friday, June 6 due to MCERT  
orientation on June 3

Location:  University of Maryland, Shady Grove Campus  
Building III, Room 3242

Instructor:  Brie Doyle, M.Ed.  
Email:  briedoyle@gmail.com

Office Hours:  By appointment (Please send an email to make an appointment at least 48  
hours in advance of desired meeting time).

Course Description  
This course will examine literacy assessment theory, materials, and procedures and will  
focus on using assessment to inform instruction. Participants will: read about and discuss aspects  
of reading difficulties; examine how to evaluate and administer a variety of assessment  
instruments; learn how to determine the reliability and validity of different assessment tools;  
practice using reading assessments to make ongoing instructional changes; learn how to choose  
and use different strategies to support student reading progress. The course will also examine  
knowledge and beliefs related to reading assessment, students, and education.

Course Objectives  
This methods course introduces students to a range of theories about and materials for  
assessing and diagnosing reading difficulties in diverse elementary classrooms. Students will  
begin to understand how to plan instruction based on the analysis of formal and informal  
assessments. In particular, students will demonstrate understanding of:  
• theories of reading and current conceptualizations of the reading process (Standards 1.1, 1.2)  
• factors underlying reading difficulties (1.1, 1.4)  
• differences between informal and formal reading assessments (1.1, 1.4)  
• how assessment informs instruction across content areas (2.1, 2.2)  
• motivation, culture, and language in reading assessment (4.1, 4.2, 4.4)  
• instructional strategies, programs, and interventions (2.1, 2.2)  
• literacy needs of struggling readers, diverse learners, and adolescent learners (3.3)  
• Students will gain competency in:  
• the ability to select, administer, use, and interpret informal assessments (1.4, 3.1, 3.2)  
• planning appropriate instruction based on results of assessments (3.3,3.4)
• implementing appropriate instructional strategies for diverse learners and students with reading difficulties (2.1, 2.2)
• selecting appropriate materials for diverse learners and struggling readers (2.3, 4.1)

Grading
Incompletes will not be given without specific arrangements in writing prior to the submission of final grades. This process involves a written contract that you can obtain from the College Park Campus at Student Services in Room 1210 of the Benjamin Building. Incompletes are reserved for extreme circumstances.

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Grading Scale
99-100 A+  
87-89 B+  
77-79 C+  
93-98 A  
83-86 B  
73-76 C  
90-92 A-  
80-82 B-  
70-72 C-  
69 and below F

Description of Assignments/Grading Components
The following is a brief description of course assignments/grading components. More in-depth detail, including grading rubrics, will be provided in class and posted on the ELMS site.

Participation/Weekly Assignments 15%
You will be expected to attend all scheduled classes and participate actively in discussions. You are expected to be a collaborative participant of all the work in class. Your participation in our class activities and discussions is important not only for your own learning but also for the learning of others. You are expected to participate thoughtfully, responsibly, and constructively in discussion and in-class assignments on a regular basis. Consideration of this portion of your grade will take into account the quality and substance of your contributions to our on-going learning across the semester. Participation points and/or in-class assignments cannot be made up in the event of absence (or tardiness or early departure).

A daily participation grade will be noted for each student based on the guidelines below:
1 point: Student is on time. Student has necessary materials in possession (articles and/or book, reading reflections, notes, any other materials requested). Student is an active participant in all activities (whole group, small group, partner, independent). No inappropriate use of electronic devices.
.5 point: Student is late or leaves early and may not have all materials or may be limited in participation. Or student is on time but does not have all materials and is limited in participation or may be using electronic devices inappropriately.
0 points: Student is absent. Or student is late and does not have all materials, is limited in participation, and is using an electronic device inappropriately.
Article Presentation 10%
You will be required to produce a brief (1-2pg. 12pt) scholarly presentation for an article you read based on one of the topics being discussed (written piece to be sent to cohort members). These responses will serve to deepen seminar discussion, and provide you with an annotated bibliography for future reference. Each of you will select a day to present your findings to the group (10-15 minutes) on the day we are discussing a related topic in class. We will figure out a schedule at the end of the 1st week of class after you have a chance to preview the topics. Points to consider:

- The theory or assumptions upon which the author builds his/her argument
- Articulation of the parameters of the argument
- Offer a critical analysis of the author’s findings/methods/theoretical framework
- Discussion questions for seminar based on key points in the article

Consider questions such as the following when preparing your responses:
- What is the author’s main point or argument? If the author is arguing against a particular approach or position, or within the context of a specific on-going debate, what is it?
- What methods and what kinds of evidence does the author use to support his or her argument? Are these methods and kinds of evidence tied to any particular disciplinary or interdisciplinary approaches?
- Is the author’s argument persuasive? If so, how or why? What blind spots or significant oversights or omissions, if any, exist in the text?
- What are the points of intersection and divergence among the various readings for the week and for the course so far?

These questions do not exhaust the possibilities of how to respond critically to what you read, but they are a start. Your response will end with at least two questions for each class session. For example, you may want to challenge a particular assumption an author makes, or pose a question that elaborates on a particular point or issue that you found especially interesting or perplexing.

Case Study 60%
For this project, you will work with files for a case study student. Throughout the semester, you will examine various informal reading and writing tasks. Finally, you will work with a group of classmates to create a summary of findings and construct a diagnostic lesson for the student and present your conclusions about the student’s literacy needs to the class. Details will be provided in class and posted to the ELMS site. This assignment will be submitted electronically through the course ELMS site.

Final Exam 15%
To be discussed in class.
Code of Academic Integrity
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.she.umd.edu. On every examination, paper, or other academic exercise not specifically exempted by the instructor, the students shall write by hand and sign the following pledge: I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. No assignments will be accepted without an electronically signed pledge. Assignments will be considered late until they are properly submitted with the honor pledge. Late submission policies will apply.

Throughout the session, resources and books will be introduced so that students may begin a professional collection of materials that pertain to the objectives of this course. Samples of teachers’ work, presentations, and ideas may not be reproduced without acknowledgement/permission of the source.

Conceptual Framework
The philosophy of this course is built upon the College of Education’s Conceptual Framework. You may also refer to the conceptual framework at http://www.education.umd.edu/teacher_education/downloads/framework.doc.

Course Requirements
You are expected to be prepared and professional. Please make every effort to be on time and stay until the end of class. In the event of an absence or late arrival, you are expected to communicate with the instructor. You are expected to meet the requirements of all of the technical standards. These standards can be accessed at: http://www.education.umd.edu/teacher_education/downloads/technicalStndrdsPolicy.doc

It is the student’s responsibility to inform the instructor of any intended absences for religious observances by the end of the add/drop period. Assignments are due on the date indicated on the schedule (which may be updated throughout the semester). Late submissions will result in a one-point drop per day late. All assignments should be typed, double-spaced, and in 12-point Times New Roman font, with one-inch page margins. Correct grammar and standard English usage are expected on all assignments, including electronic projects.

University Policy on Student Absences

Religious observances. The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the must contact the instructor before the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Missed single class due to illness. Once during a semester, a student’s self-authored
note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct.

**Major scheduled grading events.** Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional - or other professional in the case of non-medical reasons (see below) - of a University-approved excuse for the student’s absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

**Non-consecutive, medically necessitated absences from multiple class sessions.** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

**Non-medical excused absences.** According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause.

**Enterprise Learning Management System (ELMS) Powered by Blackboard**
All students enrolled in EDCI 662 have access to ELMS for this course. If you have not received information about this course, you should check with the Office of Information Technology on campus to ensure that the email address in the UM system is the correct one. Course syllabus, readings, assignments, and other documents can be found on ELMS. Students will also be assigned projects or discussion activities that will be managed within ELMS. In addition, in the event of class cancellation due to inclement weather or other emergencies, the instructor will conduct class through the Wimba Classroom option in ELMS. Check ELMS regularly for announcements by going to [www.elms.umd.edu](http://www.elms.umd.edu) and logging in.

**Course Communication**
The instructor will communicate with the students enrolled in this course by email. The instructor will use the course reflector distribution list and the communication options provided in ELMS. Please be sure that your email address affiliated with these email distribution lists is correct. When communicating with the instructor through email, please allow 48 hours for a response. If after 48 hours you have not received a response from the instructor, please resend the email.

**Disability Services**
If you have a documented disability that requires course accommodations, please see me as soon as possible. You must have this information on record with the University. If needed, contact Disability Support Services.
Course Evaluation
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for the semester on approximately the last day of classes. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Required Texts/Readings

Required

Recommended

Recommended Articles and Text Chapters
Teacher, 61(7), 526-536.