

WEBSTER UNIVERSITY
COURSE SYLLABUS

EDUC 4690.01
Course Number

Lori Hagely
Betty Porter Walls, Ph.D
Instructor (314) 569-5050-H
(314)869-2505-W
(314)569-1061-Fax
Home e-mail: drbpwallsfg.earthlink.net

Assessment and Advancement of Reading Abilities (3 Hours)
Course Title

WEBG 400
Site/Room

Spring 2004
Term

1. COURSE DESCRIPTION: (Student focus, rationale, scope, prerequisites)

This course emphasizes classroom-based evaluation of literacy (reading and writing). Attention will focus on effective use of assessment approaches to identify areas of concern, to prevent difficulties, and to promote development. The class will explore materials and methods for a student-centered approach which builds on the student's strengths and strategies for improvement. Emphasis will be placed on a diagnostic- prescriptive approach.

2. LEARNING OUTCOMES: (Goals, objectives, course outcomes, etc.)

The goal of the course is to understand, practice, and use diverse assessment and instructional methods to detect, prevent, and correct literacy problems. Students will:

- understand both formal and informal literacy assessment and diagnosis
- examine and apply principles of assessment to make diagnostic and instructional decisions
- identify factors correlated with reading and writing difficulties
- learn a variety of techniques which foster the development of vocabulary and comprehension skills
- administer and interpret Informal Reading Inventories (IRI's) and Qualitative Reading Inventories (QRTs)
- identify a reader's strengths and weaknesses
- understand the stages of the reading process and assessment at each stage
- develop a diagnostic case study of an individual student

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, AND EXAMS:

- Week 1:** Introduction
Significant legislation – NCLB, SB319
Assessment for internal and external audiences
Certification Requirements for Special Reading
Questionnaire
Text: Chapter 1
- Week 2:** Review Chapter 1 of text
Formal measures of assessment
Running records – explanation, discussion
"Honoring Children's Rights to Excellent Reading Instruction"
Text: Chapters 2 and 5
- Week 3:** IRI's
Portfolios for assessment
Funning records – demonstration, practice
Text: Chapters 3 and 4
- Week 4:** Emergent literacy
Questionnaire
IRI - discussion, demonstration, practice
Qualitative versus quantitative information
Running record report due
Text: Chapter 6
Text: QRI-3, pages 20-68
- Week5:** Review of IRI's
Administering the QRI-3
Analyzing miscues
Word recognition
Text: Chapter 7
- Week 6:** Review Chapters 6 and 7
Reading comprehension
Cloze procedure
More IRI's
- Week 7:** Factors that support/inhibit reading
Miscue analysis practice

Questionnaire
Text: Chapter 8

Week 8: Continue administering QRI-3
Use of attitude surveys, interest inventories, reading interviews
Due: IRI
Midterm exam

Week 9: Comprehension instruction
Diagnostic Case Study Report - directions, explanation
Questionnaire
Text: Chapter 9

Week 10: Matching assessment and instruction
ESL/ESOL reading
Electronic assessment
Text: Chapter 10

Week 11: Strategies to use before and during reading instruction
Class presentations - reading intervention programs
Vocabulary - assessment, instruction

Week 12: Reading Intervention Program reports
Review Chapter 7
The phonics debate

Week 13: Matching assessment and instruction
Continue QRI-3
Questionnaire

Week 14: More informal assessment
Review Chapter 9
Patterns of text organization

Week 15: Diagnostic Case Studies due
Other issues related to assessment
Text: Chapter 11

Week 16: Final exam

4. RESOURCES:

Gillett, J. W. and Temple, C. (2000). *Understanding Reading Problems – 5th Edition*.
New York: Longman.

International Reading Association. (2002). *Honoring Children's Rights to Excellent Reading Instruction*. Newark, DE: IRA.

Leslie, L. and Caldwell, J. (2000). *QRI-3: Qualitative Reading Inventory*. New York: Addison Wesley Longman, Inc.

5. EVALUATION

A.	Questionnaires, Mid-tem exam	15%
B.	Diagnostic Case Study of Literacy of Student	30%
C.	Running Records, Readability, Skills and Strategies Chart	15%
D.	Reading Instruction/Intervention Program Report	10%
E.	Final exam	20%
F.	Class demeanor and participation/attendance/punctuality	10%
		100%

NOTE: Final projects/papers will be returned during the last class meeting

NOTE: This syllabus is subject to change at the discretion of the instructor. **REGULAR ATTENDANCE IS REQUIRED.** Attendance will be taken at each class. Class participation grade is based on active involvement in class activities and discussions, Points for class participation and/or attendance cannot be made up outside of class. All assignments must be turned in on announced dates; assignments will not be accepted late. Each student is expected to treat all others with respect.

Diagnostic Case Study: Each student will develop a diagnostic case study of the reading/writing skills of a student. The report must include identification of strengths and weaknesses and a program to correct deficiencies and enhance strengths.

A format and scoring guide for the case study will be provided.

Reading Instruction/Intervention Program Report: Each student will research and present a report of a commercial reading program designed to improve literacy skills and academic performance.

A format and scoring guide for the reading intervention program report will be provided.