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EDCH 478 678 Diagnosis and Correction of Reading Disabilities

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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
Spring 2012

EDRE 478/678 Diagnosis and Correction of Reading Disabilities
(3 semester credit hours)
Hailstones 3

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If you are concerned about an assignment or an issue in class, please make an appointment. That way, we can offer you individual attention and make sure that your concerns are resolved.

Mission Statement: Department of Childhood Education and Literacy

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession.

Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic backgrounds and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition.

Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

Catalogue Description

Formal and informal assessment for reading related disabilities. In-depth study of various formal and informal literacy assessment tools for classroom use. Assessment portfolio for classroom use developed.

Purpose

This course is designed to prepare teacher candidates and classroom teachers to help students, from preschool through high school, to become effective, strategic readers who read and write enthusiastically and purposefully. Teachers need to know how to:

- Use a wide variety of teaching methods, materials, and strategies to help children learn to read;
- Monitor and document students' progress, strengths, and needs;
- Diagnose difficulties in reading and related areas;
- Apply corrective instruction when appropriate; and
- Prevent literacy problems from arising in the future.

To do so, teachers need well-informed diagnostic judgment and the tools and strategies to monitor students' development effectively. Such strategies and tools must be flexible and practical, tapping the kinds of everyday reading and writing that students use in and out of the classroom. Today's teachers are expected: to use continuous developmental assessment devices; to use portfolios of student work to demonstrate and evaluate student achievement; to teach reading using authentic literature and a wide variety of teaching strategies; to integrate reading and writing across all curricular areas; and, to help all students, regardless of their literacy, to become effective, strategic readers.

The purpose of a course in diagnosis is to understand the needs of problem readers, their engagement in literacy activities, and their ability to construct meaning from text. Diagnostic testing and teaching work hand in hand. Using information about how a reader approaches the reading event, the diagnostic teacher establishes the instructional conditions necessary for problem readers to learn. Diagnostic teaching, then, is the process of using assessment and instruction at the same time to establish the instructional conditions that enhance learning.

In analyzing reading difficulties, the teacher must consider the areas of reading, writing, speaking, and listening. Data are gathered in the areas of personal interests, ability to follow directions, vocabulary knowledge, both in and out of context, comprehension through silent and oral assessment and response to those readings, and the ability to convey information in a written format. Each area is then analyzed and compared to see where diagnostic teaching is most needed. Recommendations for home and school as well as a diagnostic teaching plan are generated for each child.

A major focus of the course is to develop a written case study from reading data collected, and organize that information in a meaningful, clearly written, and understandable format for parents and teachers. The focus, then for the course is several-fold:

1. To understand the reading process;
2. To formulate diagnostic hypotheses by collecting pertinent information from a reader in the areas of reading, writing, speaking, and listening.
3. To be able to analyze oral reading through a student's oral retelling of what has been read, by observing how a reader interprets what he/she reads, how reading

- is self-monitored, and what sources of information a reader uses to acquire meaning.
4. To analyze silent reading through written comprehension, oral retelling, and application activities, indicating understanding of what is read.
 5. To develop a plan for instruction based upon the written case study. This plan will include strategies for both home and school that will be used for enhancing reading abilities and improving reading comprehension.

This course, then, has an emphasis on authentic assessment that accurately represents how students apply the reading process by tapping the kinds of everyday reading and writing activities that students use both in and out of the classroom.

Course Aim

To provide teacher candidates with the skills, knowledge and dispositions [these are based on Xavier University's Conceptual Framework and the Ohio State Mandated Reading Core Standards and P-12 Reading Endorsement Standards] that will enable them to develop literacy skills for all young learners in preschool and the primary grades. It is hoped that by the end of this course the teacher candidate will be knowledgeable and articulate in the area of reading education, more specifically, in the interrelationship of reading, writing, speaking and listening. The following principles and knowledge about the reading process will be reinforced; it should be the teacher candidate's personal goal to be able to use these principles to develop meaningful curriculum adaptations appropriate to the early childhood, middle childhood and interventionist licensure.

- ❖ Reading and writing are language processes.
- ❖ Reading is a meaningful, active, constructive, and strategic process.
- ❖ Reading and writing are developmental processes.
- ❖ Teachers must strive for a balanced literacy program to teach all students to read and write independently.
- ❖ Teachers must strive for a balanced literacy program to teach all students to read and write independently.
- ❖ Teachers of literacy must forge partnerships with the home and community to promote reading growth.
- ❖ The key to successful literacy instruction is the teacher.

Required Texts and Resources

All required readings will be from the Johns' texts, class handouts and Blackboard

Required Texts

*** Main Text**

****web text references**

*Johns, Jerry L. (2008). Basic Reading Inventory: Pre-Primer through Grade 12 and Early Literacy Assessments. Dubuque, Iowa: Kendall/Hunt Publishing Company. (10th ed.).

*Johns, Jerry L. and Susan Davis Lenski. (2005). Improving Reading: Strategies and Resources. Dubuque, Iowa: Kendall/Hunt Publishing Company. (4th ed.).

***Academic Content Standards. K-12 English Language Arts State of Ohio**

**Langer, Judith A. with Elizabeth Close, Janet Angelis, and Paula Preller. (2000). Guidelines for Teaching Middle and High School Students to Read and Write Well. <http://cela.albany.edu/booklet.htm>.

**Wren, Sebastian, Ph. D. and Jennifer Watts, Ph. D. The Abecedarian Reading Assessment. www.balancedreading.com.

**"Cool Tools" Informal Reading Assessments. (2003) Presented by Project Central, Florida Department of Education. <http://projectcentral.ucf.edu>.

Recommended Resource Texts

Cooper, J. David and Nancy D. Kiger. (2011). Literacy assessment. Belmont, California: Wadsworth Publishing Company (4th ed.).

Cohen, Vicki L. and John Edwin Cowen. (2011) Literacy for Children in an Information Age. Belmont, California: Wadsworth Publishing Company (2nd ed.)

Student Learning Outcomes/ Professional Standards

Standards: IRA/NCTE Standards for the English Language Arts

The 12 Standards

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction.

The objectives for this course are derived from the NCTE/IRA Standards for English Language Arts. Those bolded are the focused standards for EDRE 478/678.

- 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.**

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. **Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).**
4. **Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.**
5. **Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.**
6. **Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.**
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. **Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.**
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. **Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.**
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

The following is the Web address for the State Department of Education: <http://www.ode.state.oh.us>
This site has additional information regarding the standards for the state of Ohio as well.

- Search: P-12 Reading Endorsement for the Endorsement Standards
- Search: Reading Core Standards for those standards required for licensure.

Ohio Standards for the Teaching Profession (OSTP)

The objectives for this course are also derived from OSTP. There are seven standards. Those bolded are addressed in this course.

- 1. Teachers understand student learning and development and respect the diversity of students they teach.**
- 2. Teachers know and understand the content area for which they have instructional responsibility.**
- 3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.**
- 4. Teachers plan and deliver instruction that advances the learning of each individual student.**
5. Teachers create learning environments that promote high levels of learning and achievement
- 6. Teachers collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning.**
- 7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.**

Other items needed for the course

****No cell phones or laptops please! **** (Unless required for group projects in class)

The following items are needed as we move through this course:

- A video or tape recorder for the testing opportunities. **This is necessary for the course. **Plan ahead to have one available when testing.**
- Fresh batteries for the either recorder. We cannot always be assured of an electrical outlet when we test.
- Blank discs/tapes to record your practice testing session and final comprehensive assessment session. **Please use 1 disc per child per testing session. Check the working order of your video recorder before you test! Run them through several times to make sure they work, especially if they are new.**
- **D ring binders (optional);** The binders will be used for organizing your Jerry John's texts, other assessments and testing materials, remediation plan and activities, as well as class handouts you have collected or developed for use in this course. **The organization of your testing materials will determine many binders, if any, that you may need.**

- Plastic portfolio envelope for materials turned in for a grade (these can be purchased for \$.99-2.49 at Target/Meijer/ Office Depot or other area business stores. **This is required.** (Average price is \$1.19, at Target)

NOTE: You must use one of these plastic portfolios each time you turn in your assignments, or they will not be graded. This protects the integrity of your work and keeps it organized for our grading.

- Protector Sheets for original testing materials (optional)
- Multiple copies of your testing materials in file – 2 copies of each assessment are a good start for organization. (optional)
- Pens, pencils, colored pencils/markers for use at testing time. (You may want to have a pencil pouch for these materials for your binders.)
- Age appropriate writing paper and drawing paper for your testing session.

Course Requirements

Note: Reading Core Standards in parenthesis

The following provide an overview of the course requirements. The weighting for each of the requirements is given. Each requirement will have its own rubric for grading. Complete descriptions for each assignment will be given preceding the activity. Instructional activities for this course will be conducted in the following manner: lecture, classroom videos, discussions/questioning, practice/drill, problem solving, discovery, observation, and role-playing/simulation.

EDRE 478/678 Course Requirements

Requirements

Note: Reading Core Standards in parenthesis

- 1. Class Attendance/Class Participation/Professionalism 96 pts. (+4) = 100 pts.**
(NCTE/IRA 11, 12; OSTP 7)

You are expected to be in class and ready to participate, unless something unforeseen occurs to you or your family through no fault of your own. Emergencies do arise; please be kind enough to let the instructor know when something like this occurs. Weather may be a factor in some instances. Please be advised to listen to the appropriate radio stations and make a judgment based upon your circumstances. You are responsible for getting all material and notes missed. Develop a “buddy” system, so that your colleagues will be willing to pick up any handouts or share their notes with you in the event of a crisis. In addition, class participation is one way that the instructor is able to see what a class understands or does not understand. Your questions for clarification are necessary for you to become proficient diagnosticians. **(You will receive 6 pts. per class session; arriving late to class will result in a 2pt. deduction. Non-participation in class each week will also result in a 2 pt. deduction.)** It is your responsibility as a learner to be

on time and participate in class. **Texting, phone calls, inappropriate conversation, and use of your laptop are not acceptable. Ask, Respond, Discuss, Disagree, Learn. Understand.**

2. State Mandated Field Hours **50 pts.**
(NCTE/IRA 6, 7, 8, 9, 11; OSTP 4)

Undergraduate Requirement: 15 hrs.
Graduate Requirement: 25 hrs.

It is required by the State Department of Education that field hours be completed for this course. For the undergraduates there are 15 field hours of fieldwork required. For the Graduate students there are 25 hrs. of fieldwork required.

You can complete these hours in several ways:

1. Observation of student (s) to be tested in literacy settings or allied classes (art, music, gym, science and math labs);
2. Observation of whole class or small group settings in reading “kidwatching” students as they learn and are assessed in reading, writing, speaking and listening;
3. Actual testing/assessment of students in reading as prescribed in the syllabus requirements;
4. Administering allied diagnostic and remediation materials developed in class to share in EDRE 478/678 with class members;
5. Writing and response to your testing of individual students: the preparation, the delivery of the assessment and the final product and summary.

The above-mentioned are ways that you can fulfill your number of hours required by the Ohio State Department of Education.

You will need to have a signed sheet by either your principal, your classroom/cooperating teacher or supervisor delineating the hours spent at a school as you complete your requirement. **These forms should be turned in no later than 4/30/12.**

Norwood City Schools

We will be working at **Norwood View Elementary School** to complete our field hours. The principal at the school is Sue Cash. The school phone number is 924-2610. Their after school program is from 3-6 PM. **The afterschool coordinator is Ms. Laura Ferguson.** I will pair you with another student in class so that you may work together to assess and analyze the student (s) you will be working with in the program. With actual hands-on time with the students, preparation for each tutoring event and reflective response time orally and in written format we will be able to complete 25 hours of field work. Forms for field work will be given out in class. Our dates for field work are listed on the course calendar. **We will work at View for 6 weeks.** Please note the dates. Any missed classes will need to be made up on another day at Norwood or with your own school. **After your completed field work at Norwood each week we are there, we will have approximately 45 minutes of class time after tutoring and before we leave the school.**

3. In-Class Journals (6 total journals) **120 pts.**
Tentative Dates: Each journal date will be announced the week before you are asked to write.

(NCTE/IRA 3, 4, 5, 6, 7, 8, 11, 12; OSTP 1,2)

On select weeks, you will be given the opportunity to reflect on the readings for the evening's class before we begin our discussion. There will be a prompt for each journal reflection. It is **expected** that you will be prepared to respond to the journal prompt appropriately based upon your reading. **Points are given for specific knowledge, not generalization**

+ns. In six classes during this semester, you will be asked to respond to a writing prompt.

Journals cannot be made up.

4. Development of Diagnostic and Remediation Materials **280 pts.**
(NCTE/IRA 3, 4, 5, 6, 7, 8, 10, 11; OSTP 2, 3, 4,6)

During the course of the semester, part of the class time will be spent in creating and designing material for use in your testing portfolio as it relates to reading, writing, speaking, and listening. Some of these assignments will begin in class; most of the finishing will be completed outside of class. In most instances, material will be created and completed as a collaborative group activity, using you identified strengths. **Each of these assignments, in final form, will become part of your diagnostic testing portfolio.** The following activities will be completed:

- 25 pts. **Analyze administration of a video case study vignette in class.**
You will observe a testing scenario of a child . After your viewing, you will analyze the testing event in three areas: administration of the testing session, analysis of data observed, and recommendations for reading improvement.
You will be given a rubric to follow for the in-class analysis.
Due: 2/6/12 (at the end of class)
- 15 pts. Develop a checklist to help you “kidwatch” a student in your classroom
Due: 2/6/12
- 15 pts. Develop a diagnostic checklist for analyzing oral language and listening ability
Due: 2/13/12
- 15 pts. Develop a diagnostic checklist for analyzing spelling and writing stages
Due: 2/20/12
- 30 pts. Develop a CLOZE test model using the BRI for your your testing portfolio; BRI forms will be assigned each group.
Due: 2/27/12
- 50 pts. Reading Assessment Analysis and Brief Summary #1
Due: 3/26/12
- 50 pts. Reading Assessment Analysis and Brief Summary #2
Due: 4/2/12
- 50 pts. Reading Assessment Analysis and Brief Summary #3
Due: 4/9/12

You will be administering three reading assessments batteries using the Johns BRI and other allied assessments and checklists discussed in class to collect your data. **Each analysis is worth 50 points.**

You should identify a student that is having issues with the reading process. To have an advanced reader will not help you with the analysis of the process. It is also recommended but not required to have students at different grade levels.

Kindergarten students would not be a good choice for this assignment. You would be best served by identifying a student in Grades 2-8 for your Reading Assessment Analysis. By identifying different grade levels, you will be able to use more of your assessment materials and be able to understand the degrees of challenges today's struggling reader has to cope with both in and out of the classroom. It would be to your advantage if the candidates you choose were at least **2 grade levels apart** so that you can see the range of testing results (example Grades 2, 5 and 7). **It is also recommended that you do not test family members, relatives, or students in your own class or student teaching situation.**

NOTE: Permission sheets for both practice testing identifying the school, the date, and the child you will be testing are due on **3/19/12**. Please identify an alternate date and child in case your first child is unavailable or ill, or if you are not able to meet the date agreed upon in your initial contact.

- 30 pts. Parent Newsletter on Reading Assessment and Diagnosis
(Individual/Group Work)
Due: 4/23/12

5. **Final Summative Assessment Report /Final Exam Portfolio Due** **100 pts.**
Due: 4/30/12
(NCTE/IRA 3, 4, 5, 6, 7, 8, 11; OSTP 3, 4)

You will select one student from the three you tested to write a Final Summative Assessment Report. Using your Reading Assessment Analysis Brief Summary, your actual testing materials and session taping, you will develop a professionally written summative report of the results of one of your testing sessions. **A rubric will be provided to help you complete the assignment.**

6. **Reflective Exam** **75 pts.**
(NCTE/IRA 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; OSTP 1, 2, 3)

Reflective Exam (in class on campus)
Exam Date: 4/2/12

NOTE: The reflective exam will cover material pertaining to assessment, diagnosis and remediation of students in the area of reading/language arts. Each exam will be an in-class, essay exam. **Study guides will be given the week before each exam.**

****7. Graduate Student Requirement**
(7, 8, 11)
Due: 3/19/12 on Blackboard

100 pts.

To fulfill graduate level course requirements, the graduate students will develop in a collaborative study group, a class project reflecting on the research behind select other assessment tools available to teachers to aid in the diagnostic assessment of students in reading, writing, speaking and listening. Each graduate student will post 1 website on assessment and 1 website on remediation on Blackboard for the rest of the class by **3/19/12**. **Details for this assignment will be given in class.**

Course Policies

As part of a teacher-training program, instructors as well as students are expected and required to demonstrate behavior consistent with a professional career in education. For those reasons, expectations are high in the following areas:

Attendance: Students are expected to attend class and participate fully in field experiences. (See Course Requirement 1)

Academic Honesty: The Education Department and the university values academic honesty. It is expected that students will submit original work in addition, cite the work of others used to create a final assignment presentation.

Written Assignments: Correct grammar, mechanics, and spelling are required. All assignments must be typed or word-processed.

Assignment Due Dates: Assignments are due on the dates indicated on the syllabus. Failure to turn in assignments in a timely fashion will result in grade point deduction.

Grading Scale

NOTE: Required assignments are due on the date shown on the syllabus. Failure to adhere to this policy will result in a grade reduction. When there are extenuating circumstances, please advise the instructor of the matter at hand and arrangements can be made to accommodate your needs. There is a maximum of **825 Graduate Points and 725 Undergraduate Points** available for the completion of course requirements. The breakdown for your final grade is as follows:

GRADUATE GRADING SCALE

<u>Percent</u>	<u>Grade</u>	<u>Graduate Points</u>
95-100	A	784-825
93-94	A-	767-783
90-92	B+	742-766
87-91	B	718-743
85-86	B-	701-717
80-84	C	660-700
79 and below	F	659 and below

UNDERGRADUATE GRADING SCALE (725 pts. total)

<u>Percent</u>	<u>Grade</u>	<u>Undergraduate Points</u>
95-100	A	689-725
93-94	A-	674-688
90-92	B+	652-673
87-89	B	631-651
85-86	B-	616-630
82-84	C+	594-615
79-81	C	573-593
77-78	C-	558-572
74-76	D+	536-557
71-73	D	515-535
69-70	D-	500-514
68 and below	F	499 and below

**EDRE 478/678
Spring 2012
Course Calendar**

1. This calendar is subject to change at professor's discretion and the learning needs of the class. Any changes in the calendar due to class needs or inclement weather will always be in the favor of the student.
2. Assignments and readings will be given at the end of each class session for the next class. Be prepared for each class by completing your assigned readings.

Date	Topics	Assignments/Readings
1/9/12	Course Introduction Overview of the Reading Process	Readings: <i>Teach to your Strengths</i> Read/skim Part 1 in the Jerry Johns BRI, pp., 1-160; review Part 3 Early Literacy Assessments, pp., 363-374.

1/16/12	Dr. Martin Luther King, Jr. Holiday - No class	Same as above
1/23/12	<p>A Framework for Literacy-Based Instruction</p> <p>Strengths as part of Teaching and Testing</p> <ul style="list-style-type: none"> • Assessment as part of instruction • Effective Assessment in the classroom • Preparing a diagnostic Testing Portfolio 	<p>Discuss the impact of Strengths based Teaching and <i>Teach to your Strengths</i></p> <p>Review Jerry Johns assessment materials</p> <p>Review Early Reading Assessments in Johns</p>
1/30/12	<p>Dr. Tim Kloppenborg on Strengths and the impact on teaching</p> <p>Part 1 of Jerry Johns: Looking at the BRI and its Use</p> <p>Early Literacy Assessments</p>	Readings:
2/6/12	<p>Specific Literacy Assessments Understanding IRI's and the Benefit for Classroom Use</p> <ul style="list-style-type: none"> • Observations and anecdotal Records; develop Kidwatching activity • Tools for Gathering Information in the classroom • Review case study video • More BRI 	<p>Readings:</p> <p>Analysis of video case study due</p>

2/6/12	<p>What Teachers Need to Know About Reading Assessment, Part 1</p> <ul style="list-style-type: none"> • Direct Assessment/Informal Measures • Periodic, Indirect, In-Depth Assessment • Formal Measures • Looking further at the Johns' assessment • Developing diagnostic checklists for analyzing oral language and listening (in class) 	<p>Readings:</p> <p>Kidwatching activity due</p> <p>Research language and listening checklists and allied materials for developing these checklists</p>
2/13/12	<p>What Teachers Need to Know About Reading Assessment, Part 2</p> <ul style="list-style-type: none"> • Portfolio assessment • Explaining reading Assessment to Parents and Guardians • Using Jerry Johns' assessment for Primary and Middle School • Developing diagnostic checklists for analyzing spelling and writing stages (in class) 	<p>Readings:</p> <p>Oral language and Listening checklists due</p> <p>Research spelling and writing checklists and allied materials for developing these checklists</p>
2/20/12	<p>What Teachers Need to Know about Reading Assessment, Part 3</p> <ul style="list-style-type: none"> • Using Jerry Johns Assessment for junior high and high school assessments • Other Assessments for upper 	<p>Readings:</p> <p>Spelling and Writing checklists due</p>

	<p>level readers</p> <ul style="list-style-type: none"> • Writing as an assessment tool • CLOZE tests activity 	
2/27/12	<p>Published standardized Measures as Overview of Testing Materials</p> <ul style="list-style-type: none"> • Basics of Standardized Measurement • Using Standardized Scores with IRI's • Writing the summative report, Part 1 • Classroom Friendly Literacy Assessments 	<p>Readings:</p> <p>CLOZE test activity due</p>
3/5/12	<p>Xavier's Spring Break!</p>	
3/12/12	<p>1st evening at Norwood Schools</p> <p>Parent newsletter activity</p>	<p>No readings this week</p> <p>Week 1: Norwood City Schools</p>
3/19/12	<p>Assessment and Differentiated Instruction, Part 1</p> <ul style="list-style-type: none"> • Using Benchmarks to Assess and Plan Instruction • Planning Instruction based on Assessment • Meeting the needs of Second language Learners • Writing the Summative Assessment, Part 2 • Parent newsletter activity 	<p>Readings:</p> <p>Week 2: Norwood City Schools</p> <p>Graduate websites posted for assessment and remediation</p> <p>Testing permission slips due</p>

3/26/12	<p>Assessment and Differentiated Instruction, Part 2</p> <ul style="list-style-type: none"> • Meeting the needs of Second language Learners 	<p>Readings:</p> <p>Week 3: Norwood City Schools</p>
3/26/12 (continued)	<ul style="list-style-type: none"> • Writing the Summative Assessment, Part 3 • Parent newsletter activity 	<p>#1 Reading Assessment Summary due</p>
4/2/12	<p>Reflective Exam</p>	<p>No readings this week</p> <p>#2 Reading Assessment Summary due</p>
4/9/12	<p>Designing Individualized Interventions</p> <ul style="list-style-type: none"> • Fluent Reading and Writing • Meeting the Needs of Second-Language Learners • Parent newsletter activity 	<p>Readings:</p> <p>Week 4: Norwood City Schools</p> <p>#3 Reading Assessment Summary due</p>
4/16/12	<p>Beyond Assessment</p> <ul style="list-style-type: none"> • Families as partners • Remediation within and beyond the classroom <p>Continued Assessment and Learning</p>	<p>Readings:</p> <p>Week 5: Norwood City Schools</p> <p>Preparing the Final Summative Assessment</p>
4/23/12	<p>Analysis of Assessments Sharing of Summative Reports</p> <p>Final week at Norwood City Schools Parent Newsletter Activity due</p>	<p>Readings:</p> <p>Week 6: Norwood City Schools</p>

4/30/12	Final Day for late Assignments All Graded materials returned <ul style="list-style-type: none">• Syntheses session• Course Evaluations Sharing of Summative Reports	Final Summative Assessment Report due Have a safe and happy summer!
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