

**Plymouth State University**

**Course Title: Advanced Diagnostic Testing and the Improvement of  
Reading and Writing**

**Fall 2005**

Course Number: RL 5710 and RL5560

Course Credits: 3.0 Graduate ; RL 5560= 1 credit

(1.0 grad credits- people attend first 2 sessions and then meet with the professor for final project approval)

**Professors :** Dr. Dennise Maslakowski, Professor and Associate Vice President  
Pearl Sandy, CAGS, SAIF, Director of Lakeland School

**Offices:** Dennise - Hogan House - phone- 535-2286

e-mail- [dmmaslakowski@plymouth.edu](mailto:dmmaslakowski@plymouth.edu)

Pearl - 279-5680 at Lakeland School ; e-mail-[lsandy@plymouth.edu](mailto:lsandy@plymouth.edu)

**Course Overview:**

Diagnostic and instructional issues presented include: reading and writing development; factors related to reading and writing disabilities; varied approaches to individual diagnosis, and proven emergent reading, corrective, remedial, and enrichment techniques. Discussion and review of many standardized tests and authentic assessments currently used in reading and special education programs. Seminars in conjunction with the **practicum** emphasize peer coaching and the application of current literacy research. May be repeated with the permission of the instructor.

**Required Texts:**

1. Burns, P.& Roe, B. (2001). *Informal reading inventory, Preprimer to 12th Grade. (6<sup>th</sup> Edition)*. MA: Houghton Mifflin. (or other approved IRI by instructor).
2. McKenna, M. & Stahl, M.(2003). *Assessment for reading instruction*. NY: The Guilford Press.
3. Pierangelo, R. & Giuliani, G. (2005). *Special Education Assessment*. Columbus, Ohio: Pearson/Longman.
4. Beers, K. (2003). *When kids can't read. What teachers can do. A guide for teachers, 6-12*. Portsmouth, NH: Heinemann Press.

5. \*From the Internet -National Institute on Literacy . **Put Reading First. The Research Building Blocks for Teaching Children to read. Download at [www.nifl.gov](http://www.nifl.gov)**

**Suggested:** Recommended for purchase-

1. Education Department of Western Australia. *Parents as partners. Helping your child's literacy and language development.* Port Melbourne, Victoria; Rigby-Heinemann.
2. **Education Leadership Journal – March 2004 – What Research Says About Reading.** Alexandria, VA : ASCD publications.
3. (See also texts on how to write an IEP).

**This course follows the NCATE knowledge base for the teacher education programs. The course addresses the following components from “CHECK:”**

Collaboration – working with peers and teachers on case studies

Holistic – understanding the nature of the learner

Experience – connecting theory with classroom practice

Commitment- commitment to excellence in the profession

Knowledge – understanding best practice and current research in the field

Also: Technology aspects – use of web-sites for research and relevant software for case study and connection to topics presented in the course.

Diversity – experiences working with a range of reading behaviors of diverse students

**Please note: Students who are candidates in the Reading and Writing Specialist program need to write a final reflection stating how this course experience helped them acquire competencies in these areas from the NH standards and the following IRA standards :**

Standard 3 – Reading Disabilities

Standard 4 – Assessment Techniques

Standard 5 – Educational Measurement

Standard 6 – Remediation

**International Reading Association (IRA) Standards addressed in this course:**

Standard 1 – Foundational Knowledge

Standard 2 – Instructional Strategies and Curriculum Materials

Standard 3 – Assessment, Diagnosis, & Evaluation

Standard 4 – Creation of a Literate Environment

Standard 5 – Professional Development

**Please note: Students who are candidates in the General Special Education certification program should write their final reflection stating how this course helped them acquire competencies in these areas from the NH standards and the following CEC standards:**

Standard 3 – Understanding of significant variations in development

Standard 7 - Administration of appropriate assessments

Standard 8 - Development of the IEP

Standard 10 – Identification and use of appropriate instructional methods

**Council for Exceptional Children (CEC) Standards addressed in this course:**

Standard 2 – Development and Characteristics of Learners

Standard 3 – Individual Learning Differences

Standard 4 – Instructional Strategies

Standard 7 – Instructional Planning

Standard 8 – Assessment

Standard 9 – Professional and Ethical Practice

Standard 10 - Collaboration

### **Course Assignment Summary:**

Reading of texts, web-site research; implementation of a case study and individual tutoring sessions (minimum of 4); participation in class – sharing of materials, strategies, and test information; written review on one of the tests using the format given I class; presentation of information in a portfolio format.

### **Course Calendar**

<b>Class 1 Thursday, 9/22 – Dennise</b>	<b>5:30-8:30pm</b>
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#### **I. Knowledge Beliefs About Reading**

##### **Essential Questions:**

1. What knowledge have students acquired about print, word meanings, and comprehension strategies?
  2. What is a developmental view of literacy?
- A. Review of syllabus and course requirements. Defining and Understanding Scientifically-Based Reading Research and Assessments – **Video- Reading and the Brain**
  - B. Theoretical models of reading and language development, goals for reading instruction, the connections across the language processes
  - C. History of reading diagnosis and diagnostic decisions
  - D. Nature of reading difficulties and the diversity of learners- impact of perceptual, emotional, social, cultural, environmental and intellectual factors on learning, language development, and reading acquisition
  - E. What is assessment? What is evaluation?

- F. **Informal reading inventories (IRIs)**- word lists, passages, skill inventories
- G. Interest inventories, portfolio-based assessments, response measures

**Related readings:**

**McKenna – chapters 1-3; Read Pierangelo- Ch.1-3**

**Beers – Chapters 1-5.**

**Web sites to explore:** [www.ciera.org](http://www.ciera.org)

[www.readingonline.org](http://www.readingonline.org)

**Class 2 and Class 3 – Thursday, Sep't. 29<sup>th</sup> and Thurs. Oct. 6<sup>th</sup> - Pearl  
5:30-8:30pm**

**I. Individual Differences, Reading Difficulties, and Assessment**

**Essential Questions:**

1. What are the guiding principles for selection and use of diagnostic-prescriptive tools for individuals and classrooms?
  2. How does one administer and use information from multiple standardized and informal sources to derive indicators of student progress that will inform instruction and learning?
- A. Tests: how to administer them, how to score them, and interpret the data
  - B. What do tests measure? Reliability, content validity, percentiles, grade scores, curriculum-based assessments, ethics of test administration.
  - C. Review of specific tests and their reliability, content validity, and statistics  
Used. **Discuss test review report assignment**
  - D. Achievement Tests: **KTEA, Woodcock-Johnson, and DTLA , Woodcock Reading.**
  - E. Individual and group intervention strategies
  - F. Individualized Academic Plans and instructional implications of research in special education, reading, and psychology
  - G. **Discuss case study format**

**Readings: McKenna – Chapters 4,5,6,7 and Ch. 10 and appendix of a case study**

**Pierangelo – see chapters on various types of tests**

**Beers – Chapters 6-12.**

**Readings:**

Check out **Ed Leadership journal** –March 2004 issue and download Nat'l Reading Report.

**McKenna –Chapter 5, 9**

**Beers – Chapters 13-15**

**Pierangelo – check out early childhood tests**

<b>Class4–Saturday, Nov. 5<sup>th</sup> -Dennise</b>	<b>9:00am – 3:00pm</b>
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**I. Individual Differences, Reading Difficulties, Assessment**

**Essential Question:** How can we connect test data to prescriptive practice?

- A. Vocabulary and Comprehension tests: **SORT, PPVT, TORC, Gray Oral and Silent Reading Tests**
- B. **Woodcock Reading Test and Woodcock Diagnostic Reading Test**
- C. Interpreting reading skill levels and designing instruction
- D. Considering the IRI results with these standard tests: fluency, word recognition, spelling, and comprehension

**II. . Developmental Trends in Literacy Acquisition**

**Essential Question:** How do we help children develop concepts about books and comprehend a range of texts?

- A. Relationships between reading and writing
  - B. Early writing and spelling development
  - C. **Concepts About Print** and Reading Recovery-and video
  - D. Word Study and Guided Reading and Writing
  - E. Family literacy partnerships
  - F. Critical Friends Groups: Reflective Practice and Peer Coaching
- Early childhood tests: **K-Seals, DIAL, Concepts about Print, DIBELS, CTOPP**

<p><b>Related readings:</b> Review <b>McKenna -4,5,6,7</b> and read Chapter 8.  <b>Pierangelo</b> – see chapters on various types of tests  <b>Beers</b> – Chapters 11-14 and check out the Appendices for resources</p>
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<b>Class 4 –Thursday, Nov. 17<sup>th</sup> – Pearl</b>	<b>5:30-8:30pm</b>
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**I. Diagnostic Teaching and Remediation Programs**

**Essential Question:** What are the top remediation programs?

- A. Using more tests: ITPA, WIAT, and others
- B. Orton Gillingham for the classroom teacher
- C. Remediation strategies that work
- D. Review of tests given to date and discussion on teaching strategies

<p><b>Final Class – Saturday, Nov. 19<sup>th</sup> – Pearl and Dennise</b>  <b>Case study presentations</b></p>
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Provide a handout for the class and present an overview of the child, tests used, and model two strategies from the IAP. Be prepared to discuss your readings and self-evaluation based on the standards.

**Final work due by Dec. 15<sup>th</sup> . Please put all your work in a self-addressed stamped envelope so we can mail it back to you.**

### **Case Study/Child Study Format**

#### **Part I – Case Study Information (see handout of test report; see also model of test report)**

- I. Background information – age of student, questions that prompted testing, academic progress to date.**
- II. Tests selection – one formal and one informal – description of tests used and validity information**
- III. Test Results – use charts to show the data collected. Explain the information to the reader; integrate responses, miscues (errors), and statistics (G.E.; age equivalents, etc.)**
- IV. Interpretations, error analysis- strengths of learner and challenges (see course handout)**
- V. Individual Academic Plans – 4 session minimum-skill chosen, baseline data, activity completed, and evaluation of tutoring session- formal (such as completed 9/10 items) and informal (seemed motivated, etc.)**
- VI. Summary and Recommendations – Review reasons for testing, information gathered and findings. List parent, teacher, and student recommendations.**

#### **Part II.**

- VII. Review of text readings and website readings in a journal format, approximately 3-5 page narrative.**
- VIII. Self-evaluation: Read the state and national standards that are addressed in this course. Comment on your knowledge, beliefs, and abilities in these areas, based on whether your major is special education or reading specialist. State your definition of reading, and comment on your knowledge of instructional strategies and assessments, integrating your case study into this report.**