



Literacy Assessment & Intervention (5 hours)

EDUC 646/SPED 646
Monday – Friday
8:00 a.m. – 12:00 p.m.
SUMMER II – 2008

Course Instructor: Kim Kingsbury
Home Phone: 330-453-1134
E-mail: kingsbury_k@ccsdistrict.org

Course Description

Research-based principles, techniques and materials useful in assessing and evaluating literacy difficulties, and development of materials and procedures for intervention will be explored. Practical application of techniques, materials and procedures will involve clinical/field experiences with elementary students.

Prerequisite: 6 credit hours of Literacy coursework or the consent of the professor

Required Texts:

- Cooter, R., Flynt, E., & Cooter, K. (2007). Comprehensive reading inventory: Measuring reading development in regular and special education classrooms. Columbus, OH: Pearson/Merrill Prentice Hall
- Rubin, D. & Opitz, M. (2007). Diagnosis and improvement in reading instruction. Fifth Edition. Boston, MA: Pearson/AB

Course Goals

1. Explore issues related to the assessment of reading and writing.
2. Develop an in-depth understanding of the reading and writing processes.
3. Develop an understanding of the variety of ways reading and writing are assessed.
4. Develop an understanding of the integrated nature of assessment and instruction.
5. Successfully apply the above with one or more students in a tutorial situation.

Evaluation

Assessments will be conducted throughout the semester. Criteria for evaluation include your level of involvement in the class and the thoroughness with which you prepare your assignments. Each requirement is worth a specified number of points.

Assignments

- Portfolio: (100 points)
 - Course Notes and Reflections
 - Daily Lesson Plans and Lesson Reflections
 - Originals/Copies of student work
 - Originals/Copies of assessment materials
- Case Study: (300 points)
 - Student Interview and Rubric Evaluated Writing Sample
 - Data Interpretation
 - Case Study Summary Report
- Quizzes (two, each 25 points = 50 points)
- Participation, Attendance and Professionalism (50 points)

Total = 500 points

***No final grade will be given until the case study summary has been approved for sending to the student's parent(s). All case studies will be mailed from Malone College. Under no circumstances will the graduate student independently release the case study to the student's parent(s), or any other individual.**

Written work must be free from grammatical, spelling or other errors. It must reflect a thoroughness and depth of thinking.

Attendance

Attendance is mandatory. However, if you are too ill or have an emergency which prevents you from being in class for a tutoring session, please notify Kim Kingsbury as early as possible.

Course and Field/Clinical Experience Objectives:

I. Knowledge:

The student will demonstrate knowledge of:

- A. The nature of the reading process and the typical pattern of reading growth.
- B. The goals of reading instruction in the schools.
- C. Contemporary trends and research in reading and reading instruction.
- D. Causes of reading difficulty:
 1. Physical
 2. Psychological
 3. Educational
 4. Sociological

- E. General principles of assessment:
 - 1. Formative
 - 2. Summative
 - 3. Authentic
 - 4. Multiple Sources
- F. Instruments used in assessments:
 - 1. Formal procedures
 - 2. Informal procedures
- G. Basic principles of intervention/support
- H. Methods and materials for intervention/support
- I. Administration of supportive reading programs
- J. Communication skills necessary in literacy assessment

II. Skills:

The student will demonstrate skills in:

- A. Determining achievement levels for a reader:
 - 1. Sight vocabulary
 - 2. Word recognition skills
 - 3. Comprehension strategies
 - 4. Vocabulary development
 - 5. Reading rate
- B. Determining causes of reading difficulties
- C. Assessing writing development
- D. Developing case studies for struggling readers
- E. Developing a support program based on literacy deficiencies and strengths
- F. Correcting literacy deficiencies:
 - 1. Ongoing selection of methods and materials
 - 2. Development of materials and strategies
 - 3. Implementation of a supportive program
- G. Communicating with students, parents and significant professional people:
 - 1. Reporting
 - 2. Record Keeping
 - 3. Case Study
 - 4. Interpretation of test results

III. Attitudes and Values:

The student will demonstrate:

- A. An appreciation of the complexity of literacy and the necessity for careful, systematic planning and sequencing of appropriate learning tasks based on student needs.
- B. An appreciation of the effects of physical, sociological, psychological and educational factors on literacy achievement.

- C. A commitment to helping individual students of all levels achieve their potential with literacy.
- D. An understanding and appreciation of the various aspects of the communication process in literacy assessment and support.

Calendar

The following is subject to change based upon the needs of the class. Ample notice will be provided.

Week One (8:00 – 12:00)

June 9	*Please read chapters 2 & 4 in Rubin text before the first class. H.W. – Read chapters 5 & 8 in Rubin text
June 10	H.W. – Read pg. 1-65 in Cooter text
June 11	H.W. – Read pg. 67-107 in Cooter text
June 12	H.W. – Read chapter 6 in Rubin text
June 13	H.W. – Read chapter 7 in Rubin text

Week Two (8:00 – 9:30)

June 16	*Camp begins
June 17	*Case Study: Part I Due Today
June 18	H.W. – Read chapter 9 in Rubin text
June 19	H.W. – Read article for discussion
June 20	H.W. – Read chapter 10 in Rubin text

Week Three (8:00 – 9:30)

June 23	*Quiz #1
June 24	H.W. – Read chapter 11 in Rubin text
June 25	H.W. – Read article for discussion
June 26	*Case Study: Part II Due Today H.W. – Read chapter 12 in Rubin text
June 27	*No class today, just camp

Week Four (8:00 – 9:30)

June 30	H.W. – Read chapter 13 in Rubin text
July 1	H.W. – Read chapter 14 in Rubin text
July 2	
July 3	*Case Study: Complete Draft Due Today Camp Celebration Day
July 4	Holiday – No class or camp

Week Five (8:00 – 12:00)

July 7	H.W. – Read chapter 15 in Rubin text
July 8	*Quiz #2
July 9	*Case Study: Final Copy Due Today
July 10	Summary Presentations (Informal)
July 11	Summary Presentations (Informal)