College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2017
EDSE 503 631: Language Development and Reading
CRN: 21262, 3 – Credits

Instructor: Ms. Donna Sacco	**Meeting Dates**: 01/12/17 – 03/09/17
Phone: 703-993-4624	**Meeting Day(s)**: Thursday
E-Mail: dsacco@gmu.edu	**Meeting Time(s)**:4:30 pm - 9:00 pm
Office Hours: Wednesday 3-5 or by appointment	**Meeting Location**: Off-campus
Office Location: Finley, Rm. 211	**Other Phone**: 703-851-7636

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description
In-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills; reading subskills including auditory discrimination and phonemic awareness, decoding and word reading; reading comprehension; and use of technological advances in the teaching of reading.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

Prerequisite(s): None
Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Have you scheduled your RVE test? Students who need RVE for their program are encouraged to take it after completing the EDSE 503 course. Check your program plan or talk with your advisor to find out if you need RVE for your program.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. Describe how stages of language development for typical teacher candidates/students and teacher candidates/students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these teacher candidates/students.
3. Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
4. Identify distinctions between language delay/disorders of teacher candidates/students with high-incidence disabilities and language differences of teacher candidates/students with cultural and linguistic backgrounds.
5. Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to teacher candidates/students with high-incidence disabilities.
6. Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of teacher candidates/students, and the design and delivery of a balanced approach for teacher candidates/students' specialized reading and writing instruction.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary teacher candidates/students with and without high-incidence disabilities.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General

Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

Required Textbooks

Jennings, Caldwell & Lerner (2016). Reading Problems: Assessment & Teaching Strategies (7th edition). Pearson. ISBN 9780132837804

Berkeley & Taboada Barber (2015). Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms (1st edition). Brookes Publishing. ISBN 9781598573060

Fox (2016). Phonics & Word Study for the Teacher of Reading (11th edition). Pearson. ISBN 9780132838092

No cost:

Polloway, E.A., Smith, T.E.C., & Miller, L. (2004). Language instruction for students with disabilities. Denver, CO: Love Publishing. [Posted on Blackboard].
   Chapter 1: Introduction to Language, Speech & Communications
   Chapter 2: Language Development from Infancy through Adolescence

TTAC Modules: Region 4 Training & Technical Assistance Webshops,
   http://ttaconline.org/online-training-webshops
      Oral Language Development: Language Foundations, Part I
      Oral Language Development: Typical Development, Part II
      Oral Language Development: Developing Speech & Language Skills in the
   classroom, Part III

Recommended Textbooks

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Required Resources
Class Companion Websites
A free version of the Jennings Informal Inventory (IRI) is at:
http://wps.ablongman.com/wps/media/objects/2688/2753469/Richek_AppD.pdf
You need to print out and use this IRI to complete the signature assignment.

Required Access to Course Blackboard Site
Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course.

Access Blackboard through MyMason at
https://mymasonportal.gmu.edu/webapps/portal/frameset.jspu (your login and password is the same as your George Mason e-mail login). Select EDSE 503 course.

Additional Readings
National Reading Panel (2000). Put reading first: the research building blocks for teaching children to read. Washington, DC: National Institute of Child Health and Human Development. http://nationalreadingpanel.org/Publications/researchread.htm

Alliance for Excellent Education (2004). Reading next: A vision for action and research in middle and high school literacy. New York, NY: Carnegie Cooperation.
http://all4ed.org/reports-factsheets/reading-next-a-vision-for-action-and-research-inmiddle-and-high-school-literacy/

Other readings relevant to special education applications:
Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative
classrooms. Intervention in School & Clinic, 33, 103-111. (Posted on Blackboard)
Reading Rockets. Video & Podcasts. http://www.readingrockets.org/podcasts/phonics/
    Consonants.   Vowels.
Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool
    for reading teachers. The Reading Teacher, 59, 636-644. (Posted on Blackboard)
James, L.A., Abbott, M., & Greenwood, C.R. (2001). How Adam became a writer: Winning
    writing strategies for low-achieving students. Teaching Exceptional Children, 33, 30-37.
    (Posted on Blackboard)
Pullen, P., & Loyd, J.W. (2008). Current practice alerts: A focus on phonics instruction. Division
    for Learning Disabilities (DLD) and Division for Research (DR) of the Council for
    Exceptional Children, Issue 14. (Posted on Blackboard) Additional alerts can be found
    at: http://teachingld.org/alerts
Berkeley, S., & Mastropieri, M.A. (2010). Hotsheet 4: Effective practices for reading
comprehension.   Division for Learning Disabilities (DLD) and Division for Research
    (DR) of the Council for Exceptional Children. (Posted on Blackboard)
IRIS Module. Teaching English language learners: Effective instructional practices.

at: http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm Additional resources can be found
http://iris.peabody.vanderbilt.edu/iris-resource-locator/

Additional resources:
Florida Center for Reading Research http://www.fcrr.org/for-educators/
National Center on Response to Intervention http://www.rti4success.org/

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Case Study. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

Reading Case Study

The Reading Case Study is the performance-based assessment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project should be submitted by 4:15 pm on the due date. BOTH an electronic copy (posted to blackboard) AND a hard copy of the project should be submitted. Specific directions and evaluation rubric will be provided by the instructor.

College Wide Common Assessment (Tk20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required.)
TTAC Language Modules
You will complete three online modules for this assignment. The link for the modules is provided in the required textbook section of the syllabus. You will bring a hardcopy of your certificates of completion to class on the assigned date. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

Phonics Self-Study
In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. You are expected to complete in writing each of the self-paced exercises in the text. Plan to turn in the Fox text at the beginning of the class session on the due date (you will receive the book back at the end of class). Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

Mid-Term
The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study.

Final Exam
The final exams will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled from the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at:
http://www.ets.org/s/praxis/pdf/5306.pdf

Other Assignments
IRIS Module
You will complete an online module through the IRIS Center that will help you prepare to assess students for your case study. You will access this online module through Blackboard. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given. Specific directions will be provided by the instructor.

IRI & Fluency Modules
You will complete an online module within Blackboard that will help you prepare to assess students for your case study. You will access this online module through Blackboard. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

Spelling Module
You will complete an online module within Blackboard that will help you prepare to assess students for your case study. You will access this online module through Blackboard. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

Final Presentation
A final presentation will choose an evidence based teaching method to review and present in class. The teaching method should be selected based on one of the instructional needs identified for the student assessed during your case study assignment in one of the following areas: oral language development, reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) and writing

development (spelling or composition). Specific directions and evaluation rubric will be provided by the instructor.

Course Policies and Expectations
Attendance/Participation
Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. Three or more absences will result in no credit for this course. As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.
Please, note that some items noted as DUE are needed to earn participation points, including:
   Screenshot of field placement requirement & documentation that you have informed
    principal (if your own school).
   Background information & IRI binder
   Case study draft
Participation as described above is evidence of professional behavior, and as such, points will be deducted for missed activities in the following manner:
   1 missed activity = 1 point deduction (1% total)
   2 missed activities = 4 point deduction (5% total)
   3 missed activities = 5 point deduction (10% total and/or F for the course)

Grading
Student Self-Management for Calculating Course Grade
Students can calculate their points earned at any time in the semester in order to determine their grade-to-date. This is particularly important prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

Assignments	Points Earned
1. TTAC Language Modules	/5
2. IRIS Module	/5
3. IRI & Fluency Online Modules (Blackboard)	/5
4. Spelling Online Module (Blackboard)	/5
5. Phonics Self-study	/10
6. Midterm Exam	/10
7. Reading Case Study (Signature Assignment)	/40
8. Final Presentation	/5
9. Participation, Quizzes and In-class Activities	/10
10. Final Exam	/5
Total Course Points Earned	/100

Late Work

All assignments are expected to be on time. Any late assignment will receive a 5% reduction in total grade. All assignments prior to mid-term and final must be submitted before those dates.

Grading Scale

A = 90-100%   C = 70-79%
B = 80-89%   F = 69% and below

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Class Topic	Reading Assignments*	Assignment Due Dates
1/12	• Cohort registration logistics • Introduction to reading instruction for students with disabilities • Course requirements • Overview of case study & course assignments	• Jennings 1, 14, 15 [recommended]	
1/19	• Vocabulary, comprehension, & motivation • Assessment of reading	• B&T: 1, 3, 4 • Fox: parts 1-3 • Jennings 2 & 3 • Jennings 10 [recommended]	• **DUE:** screenshot of field placement requirement & documentation that you have informed principal (if your own school) • **DUE:** Language modules & Polloway Chapters 1 & 2

Date	Class Topic	Reading Assignments*	Assignment Due Dates
1/26	• Vocabulary, comprehension, & motivation (cont.) • Administering & scoring of reading assessments	• B&T: 5, 6, 7, 8 • Fox: parts 4-5 • Jennings 4-5 • Jennings 11-12 [recommended]	• **DUE:** Background information • **DUE:** IRI Binder
2/2	• Basic reading skills (fluency & phonics basics) • Administering & scoring of reading assessments (cont.)	• B&T: 2 • Fox: parts 6-8 • Jennings 8 & 9	• **DUE:** IRIS Module
2/9	• Basic reading skills (cont.) • Interpretation of reading assessments & data-based decision making • **MIDTERM**	• Jennings 6	• **DUE:** IRI module • **DUE:** Fluency module • **DUE:** Phonics selfstudy (Fox text)
2/16	• Early literacy (concepts of print & phonological awareness) • Supplemental reading assessments • Administration & scoring of spelling assessments	• Jennings 7	
2/23	• Writing and spelling • Interpretation of spelling assessments & data-based decision making • Discussion & peer review of case study drafts	• Jennings 13	• **DUE:** Spelling Module • **DUE:** Case Study Assignment [draft]
3/2	• **PRESENTATIONS** • Final Exam Review		**DUE:** Case Study Assignment
3/9	**FINAL EXAM**		

Assessment Rubric(s)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Background and Oral Language Development: CEC/IGC Standard 1 Candidate understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	• Candidate omits OR provides a partial description of the student's demographic and background information making it difficult to understand the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development.	• Candidate discusses the demographic and background information related to the target student inclusive of the educational implications of the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development. • Candidate discusses the student's oral language development relative to typical language development.	• Candidate discusses the demographic and background information related to the target student and directly links the educational implications of the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences to growth and development. • Candidate discusses the student's oral language development and present levels of performance relative to typical language development.
Reading and Writing Development: CEC/IGC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	• Candidate incorrectly administers and/or scores the results of the informal reading inventory OR an informal spelling assessment. • Candidate fails to select/develop, modify, and/or implement a curriculum-based assessment in an area of student weakness.	• Candidate correctly administers and accurately scores the results of the informal reading inventory and an informal spelling assessment. • Candidate selects develops, modifies, and implements a curriculum-based assessment in an area of student weakness.	• Candidate correctly administers and accurately scores the results of the informal reading inventory and an informal spelling assessment. • Candidate develops and implements an appropriate curriculum-based assessment in an area of student weakness. Candidate accurately interprets results relative to typical student development.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Assessment Report with Recommendations CEC/IGC Standards 4 & 5 Candidate uses multiple methods of assessment and data sources in making educational decisions. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with	• Candidate attempts to analyze the results of all informal assessments and present recommendations for individualized literacy instruction based on administered assessments but the evaluation is grounded in opinion not learner data.	• Candidate analyzes the results of all informal assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based instructional strategies to recommend specialized instructional strategies appropriate to the abilities and needs of the learner with an exceptionality. • Candidate uses assessment information to identify supports and adaptations required for the learner with an exceptionality to access the general curriculum and to promote positive learning results in general and special curricula.	• Candidate analyzes the results of all informal assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based practices to recommend specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality. • Candidate uses assessment information to identify supports and adaptations required for the learner with exceptional learning needs to access the general curriculum and to promote positive learning results in general and special curricula. • Candidate offers recommendations based on evidence-based practices which have been validated for the specific characteristics of the learner and setting in order to enhance language development, teach communication skills and support and enhance the communication skills (oral and written language) of the learner with an exceptionality.

Student Background • Collect demographic and background information <u>significant to reading, writing, and language development.</u> o Information obtained should be appropriate based on your relationship with the student (for example, if you are working with a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records).	/10
Oral Language Development • Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling). o This information can be obtained when gathering student background information, from observations while testing, and from the test results.	/10

Reading and Writing Development*
• Correctly administer and accurately score the results of the following assessments:
    o an informal reading inventory (download from www.ablongman.com/jennings5e.),
    o a spelling assessment,
    o at least one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment).
          ▪ For example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric.
• **Analyze** the results and **present the findings** in an educational report that:
    o Provides a general description of each assessment including what kind of information can be obtained from the assessment
    o Presents the results of each assessment including:
          ▪ a reporting of the results for each assessment (a table is often helpful here),
          ▪ an indication of whether this area of reading/writing is an area of concern; and
          ▪ a narrative error analysis of student strengths and weaknesses on the assessment given
All completed assessment protocols must be attached to the final report
	/50

Summary • Statement of overall strengths and needs of student o This should be based upon student background information and findings from assessments (including relevant student behavior)	/5

Recommendations*
• Make recommendations for literacy instruction based on areas of weakness identified from your assessments
    o Classroom recommendations should be evidence-based and grade/age appropriate
    o Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child)
          ▪ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child's IEP team to consider
• Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.
	/20

Style	/5
• Professional report format that targets multiple audiences: parents, teachers, and other educational professionals • Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)	
Total Assignment Points	/100
Total Course Points (Total Assignment Points Earned x .40 = Total Course Points)	/40

Assessment 7 (As required by the SPA): Informal Reading Assessment Administration and Educational Assessment Report (EDSE 503: Language Development and Reading)

GUIDELINES FOR THE INFORMAL READING ASSESSMENT ADMINISTRATION AND EDUCATIONAL ASSESSMENT REPORT ASSIGNMENT

This assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment.

DIRECTIONS

Demographic and Background Information:

First, you will use information from class lectures and assigned course text and readings to select and/or design appropriate assessment instruments. A thorough assessment will include measures of the following areas:

a. Student Background (and motivation if a concern)
   i. Collect demographic and background information significant to reading, writing, and language development.
   ii. Information obtained should be appropriate based on your relationship with the student (for example, if you are working with a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records).
b. Oral Language Development
   i. Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling).
   ii. This information can be obtained when gathering student background information, from observations while testing, and from the test results.
c. Present Levels of Performance for:
   i. Decoding (and phonemic awareness if a concern)
   ii. Fluency
   iii. Comprehension (and vocabulary/strategy use if a concern)
   iv. Spelling (and other writing if a concern)

Assessment Administration

Correctly administer and accurately score the results of the following assessments:

    a. an informal reading inventory (download from www.ablongman.com/jennings5e.),

    b. a spelling assessment (DSA to be provided in class)

    c. *at least* one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). A curriculum based assessment is most effective for this supplemental assessment (class quiz, writing sample, etc.).

        1. For example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric.

Assessment Report

Analyze the results and present the findings in a 3-5 page educational report that reports the findings from you assessments. This report should be written **as if it were a formal document for school record** *(not an academic paper)*. That means that, it must be written with an audience of both educators AND parents in mind. Explanations of assessment instruments are helpful as are recommendations for school and home. Therefore, this information should be included in the recommendations section of your report.

    a. Provide a **general description of each assessment** including what kind of information can be obtained from the assessment

    b. Present the **results of each assessment** including:

        i. a reporting of the results for each assessment (a table is often helpful here),

        ii. an indication of whether this area of reading/writing is an area of concern; and

        iii. a narrative error analysis of student strengths and weaknesses on the assessment given

    c. Write a **statement of *overall* strengths and needs** of student (This should be based upon student background information and findings from assessments, including relevant student behavior)

    d. Make **recommendations** for:

        i. Literacy instruction based on areas of weakness identified from your assessments

        ii. Classroom/testing recommendations

            1. Classroom recommendations should be evidence-based and grade/age appropriate

        iii. Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.

        iv. Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child)