

EDPSY 518: ASSESSMENT AND DIAGNOSIS OF READING DISABILITIES

Spring, 2005

Instructor: Sheila Valencia

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COURSE DESCRIPTION:

The course is designed to help you identify, evaluate and document literacy development, with an emphasis on assessment and instruction for disabled readers and at-risk students. In contrast to older courses in diagnosis, which emphasize dysfunction and deficits, this course focuses on designing and using assessment strategies to improve and adapt instruction. Both alternative assessment processes and normative tools are examined. The influences of materials and methods and the role of cultural diversity in school learning are examined and used to plan interactive assessment-instruction strategies that can be used in classroom or clinical settings.

REQUIRED MATERIALS:

1. *Assessment and Instruction of Reading and Writing Disability (3rd ed.)*. Lipson, M. Y., & Wixson, K. K. Boston: Allyn & Bacon. 2003.
2. *Qualitative Reading Inventory-3* Leslie, L., & Caldwell, J. NY: Longman, 2001.

COURSE OBJECTIVES:

1. To formulate questions that allow you to determine the information necessary to assess a student's reading and writing abilities and the factors that influence him/her
2. To use the results of an informal reading inventory, informal assessment strategies, observations, formal assessments, and background information to ask additional questions and generate hypotheses about a student's reading needs
3. To test out your hypotheses through diagnostic teaching and administering additional informal assessments
4. To evaluate, interpret, and integrate all gathered information into a total assessment and evaluation of the child's reading abilities--to determine the existing and optimal match between the reader, text, instruction, and context
5. To present appropriate recommendations based on the evaluation

6. To present the information and recommendations in a concrete, positive, well-written report

EXPECTATIONS AND ASSIGNMENTS:

The following are necessary for successful completion of this course:

1. Attend every class. You are expected to attend, participate, and come to class on time and prepared. You will be docked points for any class missed.
2. Carefully read all assigned chapters before class and be prepared to discuss them and ask questions.
3. Clarify readings, activities, projects, papers, and lectures as needed. It is your responsibility to let me know if you need additional information or help.
4. Course Projects:

Project 1: ***Context Description***. You will collect information regarding the instructional context (setting, methods, materials, and tasks) experienced by one child or adolescent. Hand in a 2-3 page narrative analysis and Steps 1 & 2 of Thumbnail Sketch. See models from L&W on p. 212-217 and rubric.

Due: April 21

Project 2: ***Multiple Sources of Assessment***. Using a set of guidelines provided in class, you will: a) analyze a child's performance using the multiple measures of the QRI-3; b) complete the Student Profile, miscue analysis worksheet, and scoring of all reading passages and word lists; c) prepare Steps 1-3 of the Thumbnail Sketch; d) prepare to share a clip of video; and d) present your evidence hypotheses to the group for discussion.

Due: May 5

Project 3: ***Case Study***. You will conduct a series of formal and informal assessments with a child or adolescent with a reading problem, analyze the results and report your conclusions in a case study summary. You will have completed a brief history, a classroom observation, and at least 2 diagnostic sessions with this child. A completed thumbnail sketch, complete file with all information, and videotapes should be submitted along with your report. You will be asked to revise the report, based on my feedback, and to supervise its distribution to parents and teachers.

Due: June 2, June 7

EVALUATION CRITERIA:

Context Description:	20%
Multiple Sources of Assessment:	25%
Diagnostic Case Report:	40%
Attendance & Participation	15%

**Course Calendar
Spring, 2005**

Date	Topic	Readings/Assignments
March 31	Reading Disability and The Assessment Process	Lipson & Wixson, (L&W), Ch. 1 – 2
April 7	The Process Continued: Getting Started QRI	L&W, Ch. 3 & Ch. 4 QRI p. 1-91
April 14	Field work	
April 21	Evaluating the Instructional Context: Settings and Resources, Approaches and Tasks	L&W, Ch. 5 & Ch 6 Assignment 1 due
April 28	Evaluating the Learner: The Foundations of Literacy	L&W Ch 7
May 5	Thumbnail Sketch 1 analysis	Assignment 2 due
May 12	Evaluating the Learner: Classroom-based Assessment, Structured Inventories & Assessments	L & W Ch 8 & 9
May 19	Interactive Decision Making	L&W Ch 10
May 26	Highlighting Instruction	L&W, Ch. 11-15
June 2	Evaluating the Learner: Formal Assessment	L & W, Ch 10 Assignment 3 due
June 7		Revision of Assignment 3 due