I. Catalog Description and Credit Hours of Course:

Field-based application in the administration, scoring, and interpretation of reading assessments with appropriate intervention strategies for emergent literacy learners 3 credit hours

II. Prerequisite(s); Graduate standing and successful completion of Graduate standing and successful completion of EL 644, EL 646, EL 629 and EL 5XX or by permission of the instructor.

III. Purposes or Objectives of the Course:

The student will demonstrate a knowledge base and skills necessary to:

A. administer and use information from formal and informal measures (norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, etc.) and other indicators of student progress to inform instruction and learning.

B. develop an assessment summary clarifying historical data, assessment data, and recommended intervention specifying appropriate instructional strategies.

C. design a program of remediation based on the student’s identified reading levels, strengths and weaknesses in print and meaning processing.

D. implement the plan for remediation with the student which includes finding and developing appropriate reading materials, incorporating writing and speaking into lessons, and integrating technology into lesson design.

E. administer, analyze and interpret post-assessment results after completing the implementation of the plan of remediation with the student.

F. communicate information effectively to all involved parties (families, teachers, administrators, special educators, etc).

G. write a formal report that includes post-assessment results, the results of the remediation plan and recommendations for the continued remediation.

H. model two research-based instructional strategies and prepare a handout for peers.

I. maintain a weekly journal following the progress of the child being tutored.

J. model enthusiastic reading attitudes and behaviors.

IV. Student Learning Outcomes

The graduate student will:

A. demonstrate the ability to select, administer, analyze, and use data from all forms of assessment instruments to understand the early learner’s literacy strengths and challenges

B. apply content knowledge in a supervised clinical practicum experience in which they evaluate and instruct struggling readers, and report their results to various audiences

C. administer formal and informal measures (norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, etc.) and other indicators of student progress to inform instruction and learning
V. Expectations of Students:
Graduate students will be expected to complete the following course requirements:
A. Complete all assignments and actively participate in class activities, projects, and discussions.
B. Accomplish thoughtful, critical analyses of the assigned reading and research material.
C. Model reading and writing enthusiastically as valued lifelong activities.
D. Anticipate a high level of commitment to coursework, exhibiting the ability to work independently.
E. Analyze, synthesize and evaluate strategies, materials, and activities that have a common instructional relevance for children with diverse needs.

VI. Course Content or Outline (Indicate number of class hours per unit or section):
A. Administer formal and informal assessments and other indicators of student progress to inform instruction and learning. (9 hours)
B. Design and implement a plan for remediation based on assessment results showing a clear link between assessment and instruction. (21 hours)
C. Write a formal diagnostic report capable of communicating information effectively to all involved parties (parents, teachers, administrators, special educators, etc). The report must include:
   a. pre-assessment results;
   b. a plan for remediation;
   c. a reflection on weekly lessons outlining the effectiveness of the remediation plan;
   d. post-assessment results; and
   e. recommendations for the classroom teacher. (9 hours)
D. Model two research-based instructional strategies and prepare a handout for peers (6 hours)

VII. Textbook(s) and/or Other Required Materials or Equipment:
Additional readings as assigned.

VIII. Basis for Student Evaluation:
The graduate student will:
A. write a formal Pre and Post Diagnostic Reports including a plan for remediation
B. implement and reflection the plan for remediation with the students using weekly lesson plans which include finding and developing appropriate reading materials, incorporating writing and speaking into lessons, and integrating technology into lesson design
C. administer a battery of appropriate literacy assessments including but not limited to the essential elements of reading, writing, listening, speaking, and interest inventories.

<table>
<thead>
<tr>
<th>Basis for Student Evaluation:</th>
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<tbody>
<tr>
<td>Assignment</td>
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<tr>
<td>Weekly Lesson Plans with reflections</td>
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<tr>
<td>Diagnostic Reports</td>
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<tr>
<td>Administer a battery of appropriate literacy assessments</td>
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**Note:** The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.
VIII. Grading Scale

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