I. Catalog Description and Credit Hours of Course:

This course will provide participating graduate students with guided practice in administration, scoring, and interpretation of informal and formal literacy assessment instruments and procedures as a means of making interpretation of informal and formal literacy assessment instruments and procedures as a means of making instructional decisions and an emphasis on National Boards for Professional Teaching Standards

II. Prerequisite(s); Graduate standing and successful completion of El 644 and El 646 or by permission of instructor

III. Purposes or Objectives of the Course:

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

A. Know principles for diagnosing reading and writing difficulties
B. Understand the nature and multiple causes of reading and writing difficulties
C. Understand the individualized and group interventions targeted toward those students in greatest need
D. Know the instructional implications of research in special education and psychology, and reflect upon other fields that deal with the treatment of students with reading and learning difficulties
E. Understand the use of effective reading diagnostic tools (including individualized intelligence tests, and informal and formal diagnostic procedures). Understand National Board Standards that relate to reading assessment

IV. Student Learning Outcomes

The graduate student will:

A. 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
B. align instructional interventions designed for early and intermediate reading levels with assessment results;
C. demonstrated the ability to create appropriate plans for all learners who struggle with reading and writing (P-12)

V. Expectations of Students:

Graduate students will be expected to complete the following course requirements:

A. Attend all classes and actively participate
B. Be prepared for class by having completed all work before class begins
C. Practice ethical behavior in regards to privacy issues when working with students
D. Develop skills in reading assessment

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. (20 hours)
B. Design and implement a plan for remediation based on assessment results showing a clear link between assessment and instruction. (15 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. (7 hours)

D. Model two research-based instructional strategies and prepare a handout for peers (3 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. administer a battery of appropriate literacy assessments including but not limited to the essential elements of reading, writing, listening, speaking, and interest inventories.
B. write a formal pretutoring case study including a plan for remediation
C. create appropriate lesson plans for all learners who struggle with reading and writing (p-12)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
<th>Due</th>
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<tbody>
<tr>
<td>administer a battery of appropriate literacy assessments including but not limited to the essential elements of reading, writing, listening, speaking, and interest inventories.</td>
<td>33.3</td>
<td>During semester</td>
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<tr>
<td>write a formal pre-tutoring case study including a plan for remediation</td>
<td>33.3</td>
<td>End of semester</td>
</tr>
<tr>
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<td>33.3</td>
<td>During semester</td>
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IX. Grading Scale
100-90% = A
89-80% = B
79-70% = C
69% and below = F