

Reading Assessment, Evaluation and Diagnosis

Course Description

Reading Assessment, Evaluation & Diagnosis is the third course and final course in the series. This course is designed to provide candidates with knowledge of theoretical models, methods, and materials of literacy assessment. Such knowledge will provide candidates with the framework needed to administer assessments, and use the information from formal and informal measures to develop appropriate literacy instruction that meets the needs of every student in P-12 classrooms. Critical to this course is the candidates' need to reflect on personal beliefs about reading assessment and the relationship to their own teaching and learning.

This course requires a 20 hour Clinical Practice/Field Experience, of which five (5) hours are embedded within course assignments. The Fifteen (15) hour Clinical Practicum is required for all candidates and this practicum will be a major part of your grade. Candidates will choose a struggling reader and complete a Case Study regarding their reading development. Candidates will assess, diagnose and create an intervention plan based on the student's needs. They will instruct the student for a total of 15 hours for this course. Finally, they will develop a plan for Plan for Informing and Involving Parents/Families in the Reading Program.

Course Goals

Participants in this course will increase knowledge and develop skills to:

- Use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
- Place students along a developmental continuum and identify students' proficiencies and difficulties.
- Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from different cultural and linguistic backgrounds.
- Communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).
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