



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Comprehensive Reading Assessments
Credits: 3 credits
Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

Catalog Description

This course will teach participants to employ multiple measures for assessing reading difficulties in students and write an evaluation report analyzing the results. Participants will explore the Cognitive Processes in Learning to Read. Special attention will be paid to Dyslexia Definitions and Implications. The Components of a Comprehensive Reading Assessments will be examined. Participants will analyze Case Studies and learn to Write an Evaluation Report, including specific Interventions and Recommendations in response to student outcomes.

Prerequisites: none

Learning Outcomes

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply theories of comprehensive reading assessments
2. Synthesize and apply components of comprehensive reading assessments
3. Execute techniques to design and implement reading interventions based upon comprehensive reading assessments

INSTRUCTIONAL OBJECTIVES:

1. Select, through a criteria, appropriate techniques to assess student reading difficulties
2. Design and implement techniques to complete comprehensive reading assessments

3. Apply understandings of Cognitive Processes in Learning to Read in comprehensive reading assessments
4. Apply understandings of Dyslexia Definitions and Implications to comprehensive reading assessments
5. Evaluate and implement Components of a Comprehensive Reading Assessments
6. Analyze and synthesize Case Studies of comprehensive reading assessments
7. Execute techniques to design and implement a comprehensive reading assessment to Write an Evaluation Report
8. Select, through a criteria, appropriate Interventions and Recommendations in response to student outcomes

Teaching/Learning Strategies

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

Required Readings

Afflerbach, P. (2018). Important Issues and Concepts in Reading Assessment In *Understanding and using reading assessment, K-12* (chapter one). Alexandria, VA, USA: ASCD.

Lyon, G. (1998, March). Why reading is not a natural process. *Educational Leadership*, 55(6), 14-18.

Houck, B.D. and Ross, K. (2012, March). Dismantling the Myth of Learning to Read and Reading to Learn. *Reading: The Core*, 7(11).

Evaluation Methods

1. One Page Response Journals: Participants should write a one page response to the required reading article. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? Journals should be a minimum of one page in length (12 point Times New Roman, double spaced).
2. Online Discussions: Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week and include a minimum of 150 words.
3. Final Assignment: For the final assignment, you will write a written comprehensive reading assessment on a given case study. Participants’ written comprehensive reading assessments on a given case study must follow the provided template include a brief description of the reason for referral, relevant background information, a list of tests administered, an analysis of testing results, an overall evaluation trend summary, and recommendations based upon analysis. Participants’ written comprehensive reading assessments must include integration of course topics and materials.

Participant papers should include the integration of course topics and materials. The final assignment is due at the end of week 6 / the close of the course.

Final Assignment Rubric:	
<u>Written Comprehensive Reading Assessment</u> includes an overall evaluation trend summary that is appropriate to the results of the evaluation	__ / 30
<u>Written Comprehensive Reading Assessment</u> includes recommendations (or strategies and/or interventions based upon the case study’s profile) appropriate to the results of the evaluation	__ / 30

<u>Course Integration</u> (integration of course topics and materials)	__ / 30
<u>Assignment Requirements</u> : Participants followed the required template and included the six required elements: <i>a brief description of the reason for referral, relevant background information, a list of tests administered, an analysis of testing results, an overall evaluation trend summary, and recommendations based upon analysis</i>	__ / 10
Total: __ / 100	

Testing and Grading:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final project

Grading Scale-Graduate

A 94-100 (4.0); A- 90-93 (3.7); B+ 87-89 (3.3); B 84-86 (3.0); B- 80-83 (2.7); C+ 77-79 (2.3); C 74-76 (2.0); C- 70-73 (1.7); F 69 or below (0.0)

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Accessibilities Services Office (ASO), which is located in the Diane M. Halle Library (room 209) and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Accessibilities Services Office, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

Topical Outline and Timeline

Week One

- Review Syllabus
- Topics Covered:
 - Cognitive Processes in Learning to Read

Assignment(s)

Required Reading:

Lyon, G. (1998, March). Why reading is not a natural process. *Educational Leadership*, 55(6), 14-18.

One Page Response Journals - Written Response

Week Two

- Topics Covered:
 - Dyslexia Definitions and Implications

Assignment(s)

Required Reading:

Houck, B.D. and Ross, K. (2012, March). Dismantling the Myth of Learning to Read and Reading to Learn. *Reading: The Core*, 7(11).

One Page Response Journals - Written Response

Week Three

- Topics Covered:
 - Components of a Comprehensive Reading Assessments

Assignment(s)

Online Discussion

Week Four

- Topics Covered:
 - Case Studies

Assignment(s)

Required Reading:

Afflerbach, P. (2018). Important Issues and Concepts in Reading Assessment In *Understanding and using reading assessment, K-12* (chapter one). Alexandria, VA, USA: ASCD.

One Page Response Journals - Written Response

Week Five

- Topics Covered:
 - Write an Evaluation Report

Assignment(s)

Online Discussion

Week Six

- Topics Covered:
 - Interventions and Recommendations

Assignment(s)

Final Assignment.

* *Syllabus is subject to change.***TOPICAL OUTLINE**

Instructional Activity	Description of Activity	Time Spent
<p><u>Week One</u></p> <ul style="list-style-type: none"> ● Review Syllabus ● Topics Covered: <ul style="list-style-type: none"> ○ Cognitive Processes in Learning to Read <p>Assignment(s) Required Reading: Lyon, G. (1998, March). Why reading is not a natural process. <i>Educational Leadership</i>, 55(6), 14-18.</p> <p>One Page Response Journals - Written Response</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Two</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Dyslexia Definitions and Implications <p>Assignment(s) Required Reading: Houck, B.D. and Ross, K. (2012, March). Dismantling the Myth of Learning to Read and Reading to Learn. <i>Reading: The Core</i>, 7(11).</p> <p>One Page Response Journals - Written Response</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Three</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Components of a Comprehensive Reading Assessments <p>Assignment(s) Online Discussion</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

<p><u>Week Four</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Case Studies <p>Assignment(s) Required Reading: Afflerbach, P. (2018). Important Issues and Concepts in Reading Assessment In <i>Understanding and using reading assessment, K-12</i> (chapter one). Alexandria, VA, USA: ASCD.</p> <p>One Page Response Journals - Written Response</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Five</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Write an Evaluation Report <p>Assignment(s) Online Discussion</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Six</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Interventions and Recommendations <p>Assignment(s) Final Assignment.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>