Course Change Request

Date Submitted: 01/30/18 10:12 pm

Viewing: RDNG 604: Reading Diagnosis

Last approved: 01/20/18 3:24 am
Last edit: 02/01/18 2:08 pm
Changes proposed by: ambyrios

Catalog Pages
referencing this course

RDNG - Reading

Other Courses
referencing this course

As A Banner Prerequisite:
RDNG 605: Practicum in Literacy Intervention

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambyr Rios</td>
<td><a href="mailto:ambyrians@tamu.edu">ambyrians@tamu.edu</a></td>
<td>9798628122</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit
The proposed changes are for accreditation purposes.

Other
The proposed changes are part of a routine curriculum review.

Explain other rationale
Update for distance education equivalency.

Course prefix  RDNG
Course number   604
Department  Teaching, Learning & Culture
College/School  Education & Human Development
Academic Level  Graduate
Academic Level  Undergraduate
Effective term  2018-2019

Complete Course Title  Reading Diagnosis
Abbreviated Course Title  RDNG DIAGNOSIS

Catalog course description
Appraisal and diagnosis of reading problems; practicum in administration and interpretation of individual reading inventories.

Prerequisites and Restrictions
RDNG 649 or RDNG 674 recommended.

Concurrent Enrollment  No
Should catalog prerequisites / concurrent enrollment be enforced?  No

In Workflow
1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 01/31/18 9:49 am
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 02/01/18 2:08 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/01/18 3:27 pm
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:43 pm
   Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:46 pm
   Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:55 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer

History
1. Jan 20, 2018 by Donna Mancuso (donna.man)
Crosslisted With
No

Crosslisted With
No

Semester
3
Credit
3
Hour(s)

Contact Hour(s)
(per week):

Lecture:
2
Lab:
3
Other:
0
Total:
5

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
1313150004

Default Grade Mode
Letter Grade(G)

Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture and Laboratory

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
Previously approved via memo (Spring 2018)

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Previously approved via memo (Spring 2018)

Will this course be taught as a distance education course?
Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Program(s)
(MED-EDCI) Master of Education in Curriculum and Instruction

Course Syllabus

Syllabus: Upload syllabus

https://nextcatalog.tamu.edu/courseleaf/approve/
<table>
<thead>
<tr>
<th><strong>Upload syllabus</strong></th>
<th>RDNG 604 syllabus.docx</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letters of support or other documentation</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Additional information</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reviewer Comments</strong></td>
<td>Sandra Williams (sandra-williams) (02/21/18 1:50 pm): Workflow should be adjusted. Proposal does not appear to require full approval.</td>
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<tr>
<td><strong>Reported to state?</strong></td>
<td>No</td>
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</tbody>
</table>
RDNG 604 – ASSESSMENT FOR LITERACY INTERVENTION (3 credits)

Time: Thursdays, 5:45 – 8:35 p.m.
Place: EDCT 301 (move to 222G?)
Instructor: Emily Binks-Cantrell, Ph.D.
E-Mail: aggieemily@tamu.edu
Office: EDCT 222D
Cell Phone: 979-676-4923
Class Website: http://ecampus.tamu.edu

Dear Students,

The goal of this class (part 1 of a 2 part series) is for you to gain a more sophisticated understanding about how to assess students’ reading abilities and then directly translate this information to targeted, effective teaching. We will begin with a model of reading to use as a theoretical basis, but the majority of the class will have a practice/application focus. Our tools will include both formal and informal measures. The class will culminate in individual case studies of students, in which you each of you will work one-on-one with a struggling reader from the community. You will administer multiple types of assessment to the reader, interpret the assessment results, and provide recommendations for instructional intervention based upon the results and interpretations of the assessments. In the summer, you will provide the instructional intervention to the student as part of RDNG 642. I hope it is an enriching experience for all involved!

Sincerely,
Dr. Cantrell

Course Description: Assessment of literacy skills, primarily for students with reading difficulties. Assessments include formal and informal literacy measures with an emphasis on identifying strengths and weaknesses in literacy development. The assessment process incorporates administration, analysis, interpretation and the preparation of a formal report. This is the first of a two-course sequence with RDNG 605.

Pre-/Co-requisite: RDNG 602

Required Texts:
Objectives:
This course will examine foundational concepts of assessment in reading, the uses of reading assessment, and the communication of results of reading assessment.
Students will
- Align assessments with current models of reading development.
- Review and critique an array of assessment of reading and language processes.
- Interpret and calculate basic statistical scoring techniques for normed and standardized tests.
- Identify the strengths and weaknesses in a variety of formal and informal measures.
- Select, administer, and interpret well-researched reading assessments.
- Use data from scientifically based reading assessments to make educational decisions and translate to teaching practices.
- Collaborate with peers to interpret and translate assessment results to teaching practices.
- Demonstrate effective techniques for communicating assessment results to peers, students, and parents.
## Our Meeting Schedule:
Note: Journal articles are available on eCampus.

<table>
<thead>
<tr>
<th>Class Mtg.</th>
<th>Date</th>
<th>Topics</th>
<th>Readings Due</th>
<th>Written Work Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>January 21</td>
<td>Models of Reading</td>
<td>- Farrall, Ch. 2</td>
<td>Reflections</td>
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<td></td>
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<td>- Gough &amp; Tunmer, 1986 (Supplemental)</td>
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<tr>
<td>2</td>
<td>January 28</td>
<td>Principles of Assessment and Score Types</td>
<td>- Farrall, Ch. 5</td>
<td>Reflections</td>
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<td>- QRI, Ch. 2, 3 (Scan)</td>
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<td>3</td>
<td>February 4</td>
<td>Decoding &amp; Fluency</td>
<td>- Farrall, Ch. 11</td>
<td>Reflections</td>
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<td></td>
<td></td>
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<td>- Hasbrouk &amp; Tinsdale, 2006</td>
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<td>4</td>
<td>February 11</td>
<td>Comprehension</td>
<td>- Farrall, Ch. 3 &amp; 12</td>
<td>Reflections</td>
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<td>- Cain &amp; Oakhill, 2006</td>
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<tr>
<td>5</td>
<td>February 18</td>
<td>“Informal” Reading Inventories (IRIs)</td>
<td>- Farrall, Ch. 13</td>
<td>Reflections</td>
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<td>- QRI, Ch. 5-12</td>
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<td>6</td>
<td>February 25</td>
<td>Assessing Language &amp; Comprehension (WJ, PPVT/EVT, TOLD, &amp; informal methods for assessing language – practice scoring &amp; interpreting results)</td>
<td>- Farrall, Ch. 4 &amp; 9</td>
<td>Reflections - Practice IRI</td>
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<td>- Cain, 2009</td>
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<td>7</td>
<td>March 3</td>
<td>Assessing Phonological Awareness &amp; Decoding Skills (WJ, CTOPP, etc. – practice scoring &amp; interpreting results)</td>
<td>- Farrall, Ch. 10</td>
<td>Reflections</td>
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<td>- Moats &amp; Foorman, 2003</td>
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<tr>
<td>8</td>
<td>March 10</td>
<td>Spelling &amp; Written Expression</td>
<td>- Farrall, Ch. 14</td>
<td>Reflections</td>
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<td>- Moats, 2005</td>
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<tr>
<td>9</td>
<td>March 24</td>
<td>Motivation/Self-Efficacy - Planning an Assessment Battery</td>
<td>Farrall, Ch. 6 - Valencia &amp; Buly, 2005</td>
<td>Reflections - Take-home Exam - Parent/Guardian Interview</td>
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<tr>
<td>10</td>
<td>March 31</td>
<td>Preparation (5:30 – 6:00) Assessing Students (6:00 – 7:00) Class Meeting (7:00-8:00)</td>
<td>Assessment Materials</td>
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<td>Schedule Additional Assessment Time Outside of Class with Family</td>
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<tr>
<td>11</td>
<td>April 7</td>
<td>Preparation (5:30 – 6:00) Assessing Students (6:00 – 7:00) Class Meeting (7:00-8:00)</td>
<td>Finish Assessments</td>
<td></td>
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<tr>
<td>12</td>
<td>April 14</td>
<td>Staffing: Interpreting Assessments</td>
<td>Assigned presenters send <strong>Case Summary Sheets</strong> to Dr. Cantrell by Sunday</td>
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<tr>
<td>13</td>
<td>April 21 (Aggie Muster – attending class is optional!)</td>
<td>Staffing: Interpreting Assessments</td>
<td>Assigned presenters send <strong>Case Summary Sheets</strong> to Dr. Cantrell by Sunday</td>
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<tr>
<td>14</td>
<td>April 28 (Last Class!)</td>
<td>Wrap up &amp; Reporting</td>
<td>Draft 1 of Assessment Report</td>
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<td>Tuesday, May 10</td>
<td></td>
<td><strong>Final Draft of Assessment Report</strong></td>
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<td></td>
<td>Review of 3 Undergraduate ePortfolios</td>
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1. Assessment Responsibilities

   Everyone enrolled in RDNG 604 is required to:
   1) administer word lists and passages from the QRI-5
   2) elicit a writing sample
   3) elicit a spelling sample
   4) administer an interest inventory
   5) administer at least one standardized, norm-reference test (e.g., Woodcock-Johnson)
   6) administer at least one additional test determined by the students’ needs (e.g., PPVT for vocabulary)

Please Note:

- Testing materials must be prepared beforehand.
- Some students may need additional testing using other standardized, norm-referenced tests or additional informal measures.
- You will be responsible for scoring/interpreting all assessments given.
- You will be responsible for arranging time/place outside of class, as needed.

2. Clinician Responsibilities

- Conduct the parent/guardian interview either via phone or in person. Each of you will write up the significant findings from the interview in a narrative form.
- Record all testing results on your Case Summary Sheet.
- Be prepared to share your assessment results and informal observations from tutoring during our class meetings. You will be expected to have copies of the following materials for all class members on assigned dates: case summary sheet with assessment information filled in, spelling sample, writing sample, and parent/guardian interview write-up. Class members are expected to provide suggestions regarding reading levels, additional testing, and/or instructional recommendations.
- All information should be kept CONFIDENTIAL.
## Summary of Assignments for RDNG 604

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>Reflections (Written and Oral Discussion)</td>
<td>50</td>
</tr>
<tr>
<td>Practice QRI Results</td>
<td>25</td>
</tr>
<tr>
<td>Parent/Guardian Interview</td>
<td>25</td>
</tr>
<tr>
<td>Assessment Report, Draft 1</td>
<td>25</td>
</tr>
<tr>
<td>Assessment Report, Final</td>
<td>50</td>
</tr>
<tr>
<td>Class Responsibilities (including Case Summaries)</td>
<td>25</td>
</tr>
<tr>
<td>Review of 3 Undergraduate ePortfolios</td>
<td>25</td>
</tr>
<tr>
<td>Exam (Take-Home)</td>
<td>75</td>
</tr>
</tbody>
</table>

### 300 total

### Reflections: Please come to class with a short, written reflection for each reading assignment (most classes have at least two) and be prepared to discuss with a partner, then the class. Reflections can be very short and should not be summaries. I will not collect your summaries, but I do expect to see you with written/typed reflections in class when assigned. Consider questions such as: What are the implications of this research for assessment? What was most useful? What was confusing? What experiences have I had that I can connect with this information (e.g., life experiences, other readings, etc.)? What do I question? What do I feel strongly about (agree or disagree)?

### QRI results: You will be responsible for finding a student to administer a modified (shorter) version of the QRI as informal practice. The student can be from pre-school through high school. The student does not have to be a struggling reader. Arrange for a one-hour window of time.

### Parent/Guardian Interview: You will contact the parent/guardian of your student to find out about the student’s medical and academic history and other pertinent information (e.g., prior testing, motivation). This will be written up in a short narrative. Guidelines will be provided.

### Assessment Report: This report will document the results of the assessments. An official signed copy will be given to the student’s parents with the intention that it can also be distributed to help inform teachers, tutors, and special educators. As such, the tone of this writing is important in order to (1) “break down” educational jargon into wording that would be meaningful for parental audiences and (2) help translate the results into concrete recommendations for instruction. Guidelines will be provided.

### Review of 3 Undergraduate ePortfolios: Undergraduate students in RDNG 361: Assessment in Reading will create an ePortfolio from information and assignments throughout the semester. The purpose of the ePortfolio will be twofold: first, to showcase their accomplishments, and second, to document their progress towards course standards. You will review and provide feedback on three of the students’ portfolios based upon what you have learned about reading assessment in this course. This will provide you the opportunity to apply the knowledge you have acquired in a meaningful way, as well as practice opportunities to mentor and provide guidance to teachers – an important job of many reading specialist and Master Reading Teachers. Guidelines will be provided.
Contacting me:
The most efficient way to reach me is by e-mail. Typically, I will respond within 24 hours, with the exception of weekends and holidays. Please use <aggieemily@tamu.edu> and type RDN604 in the subject line so that I will immediately know that is regarding our class and prioritize it. I do not log onto eCampus as regularly as my e-mail, so it may take me a bit longer to respond via eCampus. You are welcome to call or text my cell phone number (979-204-6686) for more urgent matters.

Attendance Policy:
Full attendance is required, as participation is critical for learning in this practitioner-oriented class. Professional behavior is expected of all students and professors, including advanced planning for any missed classes (excused or otherwise). I will also plan ahead with you if I need to miss/reschedule a class. When it is not feasible to plan ahead for an absence (e.g., in the unlucky circumstances of dead car batteries and stomach flus), please contact me as soon as possible.

To be granted an excused absence (and therefore incur no penalty for a missed class), you must provide proper documentation; however, you will still be responsible for missed work. For specific information on what constitutes excuses absences please see http://student-rules.tamu.edu/rule7.htm. According to TAMU policy, one unexcused absence is allowed for courses that meet once a week (such as ours). Multiple tardies (2 or more) can result in a reduction of grades. Please contact me if you have any concerns regarding these policies.

Note: All written assignments should be properly cited in accordance with APA style, including paraphrased, summarized, and/or directly quoted information.
Helpful Website: APA guide at http://owl.english.purdue.edu/owl/resource/560/01/

College/University Policy Information
Academic Integrity Statement:
“An Aggie does not lie, cheat or steal or tolerate those who do.”

TLAC Discrimination Statement:
The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.
Online evaluations.
Online evaluations will be available at mid-term and at the end of the semester at:
https://pica.tamu.edu/

Notes: Posting Grades in a Secure System
The Family Educational Rights and Privacy Act (FERPA) requires student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system like Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method for distributing grades online at Texas A&M University.
Instructors may either enter grades directly into the Bb Vista Grade Book or upload grades into the Grade Book from comma- or tab-delimited files that have been exported from spreadsheets. Note, however, that giving students access to shared grading spreadsheets from within Bb Vista is not a secure way to post grades.
Students must log in to Bb Vista using their NetIDs, and all Web pages are delivered via SSL encryption. Once logged in, students may only view their own grades as posted in the Grade Book, so there is no chance of inadvertently releasing confidential student information.
In addition, a university Standard Administrative Procedure (SAP) concerning notification of unauthorized disclosure of sensitive personal information was approved July 27, 2006, and is posted on the TAMU Rules Web site:

Instructional Technology Services
004C Heldenfels Hall • Texas A&M University • 3002 TAMU
(979) 862-3977 • its@tamu.edu • http://itsinfo.tamu.edu

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-118 in the Cain Building, or call 979-845-1637.