



READ 5312
Diagnostic Reading Assessments Practicum
The University of Texas at Tyler
School of Education

Course: READ 5312
Semester & Year: Fall 2026
Location: Graduate – Online

Instructor: Michele Marjason, EdD
Assistant Professor, School of Education
Practicum Coordinator

Office Hours: Mondays 10:00-11:30; Thursdays 4:00-5:30; By appointment. Other times by appointment. Use this link to access Virtual Office Hours via Zoom. Join from PC, Mac, iOS or Android:
<https://uttyler.zoom.us/j/7ZuwEwxVj5vXqCV4A.1>
Passcode UTTYLER

Email: michelemarjason@uttyler.edu or via Canvas
Phone/Text: (903) 746-1566 (Preferred phone/text number)

College of Education Mission: The School of Education prepares educators and leaders who transform lives through learning. Through excellence in teaching, scholarship, innovation, and partnership, we strengthen the educator workforce, advance educational opportunity, and improve outcomes for learners, schools, and communities across East Texas and beyond.

Course Description: Field experience focused on training reading specialist candidates in the administration and interpretation of diagnostic reading instruments for the evaluation of children with dyslexia. Specific emphasis will be placed on standardized assessment procedures for diagnostic reading instruments as well as the interpretations of the assessment results. *A field-based practicum is required.*

Important Notes Re: Dyslexia Certificate Requirements

Our MEd-Reading program places a great deal of emphasis on fieldwork that enables program candidates to apply knowledge and skills gained in real-world instructional settings. To earn the

UT Tyler Dyslexia Certificate, you must successfully complete all program courses leading to the Master of Education in Reading degree plus READ 5312 *Diagnostic Reading Assessment Practicum* and READ 5313 *Dyslexia Reading Instruction and Intervention Practicum*.

Knowledge Base(s) and Rationale:

This graduate level course is designed as a practicum for prospective and practicing reading specialists and instructional leaders who wish to develop and/or expand their dyslexia knowledge, skills, and dispositions by studying and engaging in diagnostic reading assessments and interpretation of assessment results in authentic school settings.

Course content is informed by various research, policy, and practice resources, which contribute in different but complementary ways to the preparation of reading specialists and instructional leaders. Research and theory addressed in the course will draw from several fields of inquiry, including adult learning, professional development, teacher quality and student achievement, and school improvement.

Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association* (ILA, 2017);
- *Texas Examination of Educator Standards* (TExES)
- *Council for Educational Diagnostic Services* (CEDS)
- *International Society for Technology in Education Standards for Educators* (ISTE),
- *Interstate New Teacher Assessment and Support Consortium* (InTASC) Standards,
- *College and Career Readiness Standards* (CCRS)

Student Learning Outcomes (SLOs): Upon successful completion of the requirements for this course, teacher candidates will be able to:

1. Identify and discuss the characteristics of dyslexia.
2. Select and administer appropriate formal and informal measures of reading.
Interpret appropriate formal and informal measures of reading.
3. Discuss comprehensive assessment reports that describe the assessment findings.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Identify and discuss the characteristics of dyslexia	Read Chapters 1 & 2 Essentials of Dyslexia. Dyslexia Handbook – Chapter 1	Overview of Dyslexia Quiz Self-Reflection on Common Myths and Misunderstandings of Dyslexia	ILA: 1.1 TExES: III CEDS: SEDS.3.S2 InTASC: 2 CCRS: II

2. Select and administer appropriate formal and informal measures of reading.	Read Chapter 5 – Essentials of Dyslexia Administration Videos Scoring Video Real-Time Group Meetings Article – Orthographic Processing Read Chapter 6 – Essentials of Dyslexia Administration Videos Scoring Video Article – Oral Language and Dyslexia Administration Videos Scoring Videos	CTOPP Quiz CTOPP #1, #2, Instrument Scoring Rubrics (Protocol and Video). Benchmark Assessment Video Scoring Rubric Instrument Scoring Rubrics (Protocol and Video). Benchmark Assessment Rubric WJ IV OL #1, #2 Instrument Scoring Rubrics (Protocol and Video). Article Review #1 & #2 Rubric RTGM Rubric	ILA: 3.1,3.2 TExES: II CEDS: SEDS.1.S1 ISTE: 2.7b,c InTASC: 6
3. Interpret appropriate formal and informal measures of reading	Interpretation Video Case Study Scenario Introduction to the Full Individual Evaluation (FIE)	Interpretation Quiz Interpretation Activity – Case Study	ILA: 3.2 CEDS: SEDS.1.S2 InTASC: InTASC: 6
4. Discuss comprehensive assessment reports that describe the assessment findings.	Real-Time Group Meetings Case Study Scenario	RTGM Rubric Interpretation Activity – Case Study	ILA: 3.4 CEDS: SEDS.1.S4 ISTE: 2.7c CCRS: 1

COURSE EVALUATION AND REQUIREMENT DESCRIPTION

1. Online Meeting Sessions (RTGM & Zoom Conf.). (10%)

Zoom Video Conferences – Each student will participate in Zoom conferences throughout the semester. The primary purpose of these videoconferences is to facilitate conversations about assessment, report writing, and course assignments/activities. The secondary purpose is to build an online community of learners

Real Time Group Meetings – RTGM are held via Zoom. During these meetings, you and your group members (I will organize groups) will set up zoom conference times to discuss specified topics.

TEA Dyslexia Academy Courses: The Texas Education Agency has created several Dyslexia Academy courses that you will need to successfully complete in this course. These courses fulfill the applicable training requirements adopted by the SBOE pursuant to Sections 7.102 and 38.003 noted on pages 28-29 of the 2024 Dyslexia Handbook. (34 points). To receive a grade of an *A*, *B*, or *C* in this course, you must complete each of the courses as assigned. **You will complete TEA Learn 1 and 2 in READ 5312 and TEA Learn 3, 4, 5, & 6 in READ 5313.**

2. Quizzes (5%)

Quizzes Descriptions – After you have completed the module activities, you will take a quiz as noted on the course schedule. Items and learning activities contained in the module are potential questions for quizzes. For example -- chapter readings, outside reading assignments, articles, video clips, lectures, assignments/activities, etc.

3. Reflections (5%)

Reflections Descriptions – You will complete reflections throughout this course. Reflections are designed for you to pause and to take note of where you are in your assessment knowledge and what you plan to achieve in the future.

4. Poll & Post (2%)

Poll & Post Description - During the first week of class you will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. At an appropriate time, you will complete a post assignment that specifically addresses the same topic.

5. Article Reviews (5%)

Article Review Descriptions – Articles will be provided for you to read and critique. A template for the article reviews and scoring rubric will be posted on Canvas.

Test Administrations Descriptions (25%)

Test Administration Descriptions – You will administer the CTOPP 2 and , TOC-2 three times during the semester. All standardized assessment procedures as stated in the instrument manuals and demonstrated on the administration videos in Canvas must be followed. To select clients for each test administration, see the detailed participant guidelines at the end of the syllabus. No test administration will be graded if these guidelines are not met.

The following are the specified ages/grades in which the graduate student must select to administer the specific assessment instruments too:

For the three test administrations you must select a variety of school-age children to evaluate. This means that by the end of the course you must have tested an elementary aged child (8 years 0 months to 5th grade), middle school aged child (6th through 8th grade), and a high school aged child (9th grade to 17 years 11 months).

For example, you may test an elementary aged child for the first test administration, and a

high school aged child for the second test administration, and your benchmark assessment (i.e. third test administration) will be the client you select for READ 5306 and 5307 who may be a middle school aged child. This means that you must use the client from READ 5306 and 5307 for your final benchmark assessment, and the other two assessments must be from the other two grade levels.

Benchmark Assessment — You must administer the benchmark assessments to the client you selected for READ 5306 and 5307 assessment and instruction project.

Items to be Submitted for Each Test Administration (CTOPP 2 & TOC-2)

- Consent for Testing (*Consent must be completed fully (this includes signature, dates, phone numbers, etc. of the graduate student and parent)—failure to do so will result in a grade of zero for protocol*)
- Protocols (Record Forms & Student Response Booklets)
- Video Recording of Test Administrations using Studio
- Scoring Rubrics/Video Administration Rubric
- May also include other assignments as designated on course schedule (test narratives, interpretive reports, etc.)

6. Benchmark Assessment (Test Administration #3) (23%)

Test administration #3 for CTOPP 2 and the TOC-2 is a benchmark assessment in our program. You must earn a score of 90% on each of the following: CTOPP-2 and the TOC-2, to demonstrate mastery of test administration. If you do not obtain a 90% on the CTOPP-2 and the TOC-2, the highest grade you can earn in the class is a grade of “B.”

In addition, you must earn 90% or higher on each of the instruments that are administered as part of the benchmark assessment in READ 5312 and READ 5313 in order to earn the UT Tyler Dyslexia Certificate.

Time Log - As a part of the practicum experience, and benchmark assessment, you are required to keep a time log of all activities completed in the field. Practicum field hours must *equal or exceed 25 hours*. These field hours include test administration preparation videos, prepping the assessment and environment protocol, interviews, observations, assessment administration, data conversations, data analysis, and report writing. If the time log is incomplete, or falsified, will result in an incomplete for the course and will require that all benchmarks’ assessments and assessment activities related to the time log will be completed again.

7. Interpretation Activity (RTGM #2) (10%)

Interpretation Activity Description — You will have the opportunity to discuss a case study scenario of a child with dyslexia. The purpose is on interpret, assessment, findings and collaboration with the educational diagnostician and the multidisciplinary evaluation team.

8. Practice Assessment Analysis (Formative Assessment). The Practice Assessment Analysis on the first test administration is a formative assessment that will prepare you for the Assessment Analysis in the Literacy Instruction Report. No formal grade will be assigned in Canvas. However, the assignment will be reviewed according to the Assessment Analysis Rubric to help you prepare for the Literacy Instruction Report.

9. Program Portfolio Artifact (5%)

Portfolio Artifact Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select an ILA national standard AND a TExES state standard for Reading Specialists about which this artifact is evidence of your mastery; (3) write your description of the course artifact; and (4) write your argument/rational for the course artifact.

PORTFOLIO NARRATIVE DIRECTIONS - You will write an entry, accounting for your **COURSE ARTIFACT** assignment, for your end-of Program Portfolio. You will write two dense (at least 6 sentences each), well-written paragraphs:

1: **DESCRIPTION** of the **COURSE ARTIFACT** assignment and how you completed it. (One Paragraph)

2: **ARGUMENT/RATIONALE** for the inclusion of your course artifact as evidence of you meeting one of the ILA Standards (1-7) and one of the TExES Standards (I-IV). In other words, what standards and why (how) does your course artifact prove that you are competent in the chosen standards? Provide specific evidence from your project in support of your argument for why various aspects prove your competency. Directly tie your argument/rationale back to the ILA and TExES Standards. (One Paragraph)

- 10. Research Pool Requirement:** Students in select courses must fulfill a research pool requirement. The research pool requirement must be completed before the final week of the academic semester. The research requirement for these courses can be satisfied in one of two ways. First, students can fulfill the research pool requirement by volunteering to participate in approved research studies offered by the School of Education. Alternatively, students can satisfy the research pool requirement by completing alternative assignments that are equal in time and effort to the research opportunities. Detailed information about the research requirement can be found on the CANVAS page for the course.(10%)

Evaluation and Grading Guidelines and Criteria: All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use APA guidelines for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

Last day to Withdraw from Course: Nov 2, 2026

Projects & Grading Criteria

Class Projects	Weight
Tier 1 Assignments	68%
Test Administration #1-2	25%
Benchmark Assessment	23%
Interpretation Activity	10%
Research Assignment	10%
Tier 2 Assignments	32%
Online Meeting Sessions	5%
Quizzes	5%
Self-Reflections	5%
Poll & Post	2%
Article Reviews	5%
Portfolio Artifact	5%
Totals	100%

Performance Standards

Points	Percent	Grade	Standard
93-100	93%	A	Superior
84-92	84%	B	Above Average
75-83	75%	C	Average
66-74	66%	D	Below Average
00-65	65% or Below	F	Mediocre

There are three specific grading policies that you need to be aware of.

1. It is my policy not to round grades at the end of the semester. The percentage you earn is the letter grade that will be recorded. For example, a percentage of 92.5 to 92.9 will be recorded as a B and a percentage of 83.5 to 83.9 will be recorded as a C.
2. It is also my policy not to extend extra credit or additional assignments/activities at the end of the semester.
3. Finally, it is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.

Required Texts, Materials, & Supplies:

1. *The Dyslexia Handbook* (2021 Update). Texas Education Agency. Austin: TX
2. Dykes, F., Rueter, J. A., & Zolkoski, S. (2024) *Everyday assessment for special education and inclusive classroom teachers: A case study approach*. Slack Publishing.
3. Mather, N. & Wendling (2024). *Essentials of dyslexia assessment and intervention (2nd ed)*. Hoboken, NJ: John Wiley & Sons.

4. Instrument Manuals (CTOPP, TOC-2)
5. Assigned Readings & Resources—Most available in electronic format.

Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

6. Additional readings to supplement course content will be selected from various journal publications (see sample journals below), book chapters and reports.
 - a. *American Educational Research Journal* (www.aera.org)
 - b. *Educational Leadership* (www.ascd.org)
 - c. *Journal of Adolescent and Adult Literacy* (www.reading.org)
 - d. *Journal of Educational Psychology* (www.apa.org)
 - e. *Journal of Learning Disabilities* (www.ldanatl.org)
 - f. *Journal of Literacy Research* (<http://www.literacyresearchassociation.org/>)
 - g. *Language Arts* (www.ncte.org)
 - h. *Reading Research Quarterly* (www.reading.org)
 - i. *Tapestry Journal* (www.tapestry.usf.edu)
 - j. *The Reading Teacher* (www.reading.org)

Course Policies:

Communication: To contact me via email, you may use Canvas email. You may also email me at michelemarjason@uttyler.edu. Please note this is not a Patriots email address. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I work to reply to emails within 24 hours. While I will try to respond to emails over the weekend as promptly as possible, emails sent over the weekend may take longer than 24 hours. My preferred method of communication is email. If you have an urgent matter or a question that cannot wait, you may contact me by phone or text. Please reserve phone or text communication for time-sensitive concerns only. 903-746-1566.

Course Organization and Frequent Logins: This course is organized into learning modules. The modules will open on Mondays at 5:00 a.m. and close on Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

Late assignments: It is expected that assignments and projects be submitted on time. An assignment will be considered late if it is not turned in on the day it is due. You may turn in your assignment early. Late assignments are not accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time. Assignments and due dates are posted in Canvas. Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on

time throughout the week. *You will need to be proactive and plan ahead to submit assignments on time even if you are temporarily unavailable or your student/client is temporarily unavailable (i.e. illness, vacations, family emergency, weddings, funerals, etc.).*

There will be NO make-up activities or exams for this course unless there is an extended emergency that encompasses more than the time allowed in the module. Relevant documentation must be submitted (i.e. doctor's note) in the event of a make-up activity to receive full credit.

Do Not Fall Behind. This class moves at a quick pace, and each week builds on the previous class content. If you feel you are starting to fall behind, check in with me as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.

Assignment Submissions: Assignments will only be accepted via the designated submission links/sites that are specifically noted in each module. I do not accept assignments via email. If the submission link and/or time have expired, you have lost the opportunity to submit your assignment.

Plagiarism. Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or failing grade in the course.

AI. Some assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. When AI use is not permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited.

When using AI tools for assignments, add an appendix showing (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections; (b) a description of precisely which AI tools were used, (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.); and (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.). Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

Dispositions. All students in the UT Tyler Graduate programs must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. Information on dispositions can be found under the attachments of the Course Information Page.

According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas. <https://www.uttyler.edu/president/missionstatement.php>

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in

school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

Contract for Test Administration: You will be required to initial and sign a contract for test administration prior to the first test administration in this course.

Written assignments: Possessing the ability to clearly communicate in writing is an essential skill in our jobs as reading specialists for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. All written assignments must be submitted via Word – (NO PDFs).

Canvas: You will access class lectures, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas.

Technology: Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please contact UT IT, or in many cases you can find answers to your question on Google or other search engines.

Ethical Principles: All testing and handling of test materials, examinees, and information obtained will be in accordance with the American Psychological Association's Ethical Principles for Psychologists or the American Association for Counseling and Development. Falsification of records is subject to serious consequences. Any violation of these guidelines will result in failure of this course and possible dismissal from the program.

Consent for Testing: Before assessing or interviewing any child or adult, you must obtain informed consent. Consents must be submitted with the respective protocols. The Consent for Evaluation Form is included in this syllabus. If informed consent is not obtained and included with each assessment, a grade of zero will be recorded.

Test Kits: You are responsible for locating the required test instruments for READ 5312. You will need to borrow test instruments from your school district or local service center to meet the requirements of this course. UT Tyler is not responsible for any agreement that may be entered into between the district and the student as it relates to test instrument use. In the event that you are unable to locate a test instrument, you may check out test instruments from UT Tyler according to the test kit checkout guidelines. There are a limited number of available test kits and will be available on a first come first served basis.

Protocols: Protocols for the assessment instruments required in READ 5312 will be posted on Canvas. Protocols that are posted are to be used only for the purposes of this course and cannot be used for any other purpose.

Participant/Client Selection: You are required to find your own clients in which to administer the assessment instruments required for READ 5312. When selecting participants/clients, you *must follow the Participant Guidelines* that are noted at the end of the syllabus. Failure to do so will result in a grade of zero. There will be no substitutions or swapping of age/grade for specific test administrations. That said, be proactive and have backup plans for each test administration.

Zoom Conferences: Zoom conferences are face-to-face class meetings. Thus, face-to-face class etiquette will apply. Please create a distraction free environment while in our meeting. Zoom Conferences will begin at the time scheduled and will last approximately 30 to 45 minutes. In the event of extenuating circumstances and you cannot attend, students must provide notification to the instructor via email no less than 48 hours prior to the scheduled conference. Requests made after this time frame may not be accommodated.

READ 5312: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES

Tentative Schedule

Topical Outline & Schedule: The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

Date	Topic	Reading/Assignment	What's Due
Aug 24 to Aug 30 Module 1	Course Orientation Syllabus Overview Overview of Dyslexia Assessment	Read Chapters 1 & 2 <i>Essentials of Dyslexia</i> . Read Chapter I <i>Dyslexia Handbook</i> - Definitions and Characteristics of Dyslexia Video: Embracing Dyslexia Documentary	Overview of Dyslexia Quiz Embracing Dyslexia Reflection TEA Learn – Dyslexia Academy 1 & 2 Courses (Opens) Poll Survey
Aug 31 to Sept 6 Module 2	Basic Concepts of Measurement (Bell Curve, Standard Scores, etc.).	Overview of Assessment Video Read Chapters 1 & 2 <i>Basic Concepts of Measurement</i> (Slack Publishing) By The Numbers Video	Basic Concepts of Measurement & Dyslexia Assessment Quiz TEA Webinar Reflections Sign up for Zoom #1 Post Survey TEA Learn – Dyslexia Academy Courses Due

Sept 7 to Sept 13 Module 3	Overview of the CTOPP, Test Administration, Scoring	Read Chapter 4 – Norm-Referenced Assessment (<i>Slack Publishing</i>) CTOPP-2 Administration and Scoring Videos	CTOPP Quiz Test Contract Zoom #1 – <i>Test Administration Expectations and Procedures, Participant Guidelines</i>	
Sept 14 to Sept 20 Module 4	Field-Week – Administer CTOPP #1 to a client	Read Chapter II <i>Dyslexia Handbook</i> – Screening Read Chapter 5 – <i>Assessment of the Cognitive and Linguistic Correlates of Dyslexia (Essentials of Dyslexia)</i>	CTOPP #1	
Sept 21 to Sept 27 Module 5	Overview of the TOC-2, Test Administration, Scoring	Article – Oral Language and Dyslexia Administration Videos Scoring Videos	TOC-2 Quiz Article Review #1 – Oral Language and Influence on Dyslexia	
Sept 28 to Oct 4 Module 6	Field-Week – Administer TOC-2 #1 to a client		TOC-2 #1	
Oct 5 to Oct 11 Module 7		Read Chapter 5 – Formative and Summative Assessments (<i>Slack Publishing</i>) Read Chapter 8 – Assessments of Reading (<i>Slack Publishing</i>)	RTGM #1	
Oct 12 to Oct 18 Module 8	Field-Week – Assessments #2 CTOPP #2 TOC-2 #2		CTOPP #2 TOC-2 #2 Sign up for Zoom #2	

Oct 19 to Nov 1 Module 9	Introduction to FIE's and report writing	Read Chapter III <i>Dyslexia Handbook</i> - Procedures for the Evaluation and Identification of Students with Dyslexia Introduction to the FIE. Case Study Scenario Introduction to the Test Narrative	RTGM #2 Article Review – Orthographic Processing Zoom #2 – Test Admin Reflections and Feedback	
-------------------------------------	--	---	--	--

		Multiple Sources of Data (TEA)	
Nov 2 to Nov 15 Module 10	Benchmark Assessments – CTOPP #3 TOC-2 #3		Benchmark Assessments Due (CTOPP, TOC-2) Rescore Due Client must be the same child from 5306/5307.
Nov 16 to Nov 22 Module 11	Literacy Instruction Report: Assessment Analysis		Draft of Interpretations for Literacy Instruction Project.
Nov 23-29 Thanksgiving Break	N/A		

Nov 30 to Dec 7 Module 12	Course Wrap Up		Benchmark Assessment Redo Due Sunday Dec 7 11:59 p.m. Portfolio Artifact Due Monday Dec 7 11:59 p.m. Practicum Time Log – Indicating a Minimum of 25 Hours of Specified Activities. Due Monday Dec 7 11:59 p.m. Self-Reflections of Learning Due Monday December 7 at 11:59 p.m. Research assignment due 7 at 11:59 p.m.
--	----------------	--	--

BIBLIOGRAPHY:

- Allington, R. L. (2009). *What really matters for struggling readers: Designing research-based programs*. New York: Pearson Education.
- Bean, R., Heisey, N., & Roller, K. (Editors). (2010). *Preparing Reading Professionals* (Second Edition). Newark, DE. International Reading Association.
- Bean, R.M., Swan, A.L., & Knaub, R. (2003). Reading specialists in schools with exemplary reading programs: Functional, versatile, and prepared. *The Reading Teacher*, 56, 446-455.

- Block, C. C., Parris, S. R., Reed, S. R., et al. (2009). Instructional approaches that significantly increase reading comprehension. *Journal of Educational Psychology*, 101 (2), 262–281.
- Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: A practice brief*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Boudett, K.P., City, E.A., & Murnane, R.J. (Eds.). (2005). *Data wise: A step-by-step guide to Using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.
- Brozo, W., & Hargis, C. (2003). Taking seriously the idea of reform: One high school's efforts to make reading more responsive to all students. *Journal of Adolescent and Adult Literacy*, 47 (1), 14-28.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8 (1).
- Desimone, L.M. (2009). Improving impact studies of teachers' professional development: toward conceptualizations and measures. *Educational Researcher*, 38 (3), 181-199.
- Edwards, P.A., Turner, J.D., & Mokhtari, K. (2008). Balancing the assessment of learning and for learning in support of student literacy achievement. *The Reading Teacher*, 61(8), 682–684.
- Farstrup, A.E., & Samuels, S.J. (Eds.). (2002). *What research has to say about reading instruction*. Newark, DE: International Reading Association—Selected readings.
- Garet, Michael S., Stephanie Cronen, Marian Eaton, Anja Kurki, Meredith Ludwig, Wehmah Jones, Kazuaki Uekawa, Audrey Falk, Howard Bloom, Fred Doolittle, Pei Zhu, and Laura Sztejnberg (2008). *The impact of two professional development interventions on early reading instruction and achievement* (NCEE 2008-4030). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making*. Washington, DC: NCEE.
- International Literacy Association. (2017). *Standards for Reading Professionals—Revised 2017*. Newark, DE. Author.
- International Literacy Association/National Council of Teachers of English. (2004). *Standards For Middle and High School Literacy Coaches*. Newark, DE. Author.
- Kamil, M., Mosenthal, P., Pearson, P. D., & Barr, R. (2002). *Handbook of reading research* (Vol. III). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Mokhtari, K., Porter, L., & Edwards, P. (2010). Responding to reading instruction in a primary Grade classroom. *The Reading Teacher*, 63 (8), 692-697.
- Mokhtari, K., Rosemary, C., & Edwards, P. (2007). Making instructional decisions based on data: What, how, and why. *The Reading Teacher*, 64 (4), 354-359.
- Mokhtari, K., Thoma, J., & Edwards, P. (2009). How one elementary school uses data to help raise students' reading achievement. *The Reading Teacher*, 63 (4), 334-337.
- National Early Literacy Panel. (2008). Report of the national early literacy report. <http://www.nifl.gov/publications/pdf/NELPReport09.pdf>
- National Reading Panel. (2000). *Report of the National Reading Panel*. Available at: <http://www.nichd.nih.gov/publications/nrppubskey.cfm>
- Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., &

Torgesen, J. K. (2007). *Interventions for adolescent struggling readers: A meta-analysis with implications for practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Participant Guidelines

1. In seeking volunteers to serve as subjects for examination, the student should keep in mind four groups of individuals who should **not** be used as subjects: persons who are related to the student or with whom she or he has a close personal relationship (**children of the graduate student may NOT be used as participants for testing**); persons the student has any reason to believe might need a psycho-educational evaluation during the next six months; persons who will not sign a release giving up their right to see specific test results; and children of other graduate students currently enrolled in READ 5312.
2. Because the graduate student does not know which grade level he/she may be working at when they are employed as a reading specialist, a variety of different aged children as testing participants is required for this course. You must select different clients for each test administration. That is, clients can be tested *one time only* during a semester.

The following are the specified ages/grades in which the graduate student must select to administer the specific assessment instruments too:

For the three test administrations you must select a variety of school-age children to evaluate. This means that by the end of the course you must have tested an elementary aged child (8 years 0 months to 5th grade), middle school aged child (6th through 8th grade), and a high school aged child (9th grade to 17 years 11 months).

For example, you may test an elementary age child for the first test administration, and a high school age child for the second test administration, and your benchmark assessment (i.e. third test administration) will be the client you select for READ 5306 and 5307 who is a middle school aged child. [This means that you must use the client from READ 5306 and 5307 for your final benchmark assessment, and the other two assessments must be from the other two grade levels.](#)

Benchmark Assessment — You must administer the benchmark assessments to the client you selected for READ 5306 and 5307 assessment and instruction project.

3. You may test a child whom you have tested in previous semesters. However, you must write a test narrative that is appropriate for the child based on the current assessment results. Be aware that if there is a high percentage match indicating that you have recycled or have copied a test narrative from a previous semester, you will not receive credit for the test administration.
4. When testing children, the student **must** obtain permission to do so from a parent or legal guardian. Failure to do so is a serious infraction and could result in the student being asked to withdraw from the course or the receipt of a failing grade.
5. Informed written consent needs to be obtained from adult examinees, as well. Consent forms pertaining to this course assignment are provided within this syllabus.

6. Material obtained from examinees is to be treated as confidential, meaning the student should identify subjects by their initials or pseudonyms on reports.
7. The student will make no recommendations for psychological or medical treatment to the examinee, parent, or legal guardian on the basis of his or her evaluation. Test results should not be shared with the examinee or guardian.

The University of Texas at Tyler
School of Education
903-566-7133

Permission Form

I give permission for my daughter/son, _____, to be administered an individual intelligence or achievement test by _____, a graduate student in the School of Education at The University of Texas at Tyler. I understand the purpose of this evaluation is instructional in nature and is being conducted only as a part of course requirements, that the results will be kept confidential, and that the results will not be used for placement or decision-making purposes. I further understand that because the graduate student involved is just learning to administer such tests, the results may not be reliable or valid; therefore, it would be inappropriate to have the results discussed with me. I understand that I may contact the instructor of the course, Dr. Michele Marjason at 903- 746-1566 should I have any questions or concerns.

Parent's or Legal Guardian's Signature: _____

Date: _____

Telephone Number: _____

Child's Date of Birth: _____

Signature of Graduate Student:

Date: _____