

**EDUC 412 Diagnostic and Prescriptive Reading****Credit Hours:** 3**Scheduled hours per week**

Lecture: 3

Lab: 0

Other: 0

**Catalog Course Description:** The development of competencies in diagnosing reading problems through the use of various instruments and in prescribing remediation based on the evaluations.

**Pre-requisites:** EDUC 301, EDUC 303, and Admission to Teacher Education Program

**Co-requisites:** EDUC 412L

**Course Learning Outcomes:**

1. Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. (WVPTS 1E, 3E, 3F) (InTASC 1, 2, 3, 6, 7) (ACEI 3.1, 4.0, 5.1) (PRAXIS 5622 II.B.9, III.A.2) (PRAXIS 5203 I.1, I.2, I.3, I.4,) (ISTE 7b), (CAEP 1.1, 1.2, 1.3), (Assessment: Written assignments, Article summaries and presentations)
2. Describe strengths and limitations of a range of assessment tools and their appropriate uses. (WVPTS 1E, 3E) (InTASC 1, 2, 6, 7) (ACEI 4.0) (PRAXIS 5622 III.A.4) (PRAXIS 5203 I.1, I.2, I.3, I.4, II.A), (CAEP 1.1, 1.2, 1.3), (Assessment: Written assignments, Article summaries and presentations)
3. Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness. (WVPTS 1E, 3E) (InTASC 1, 2, 6, 7, 9, 10) (ACEI 4.0) (PRAXIS 5622 III.A.4) (PRAXIS 5203 I.1, I.2, I.3, I.4), (CAEP 1.1, 1.2, 1.3, 1.4), (Assessment: Written assignments, Article summaries and presentations, Lesson plans)
4. Interpret patterns in classroom and individual students' data. (WVPTS 1E, 2C, 3C, 3E, 5F) (InTASC 1, 3, 6, 9, 10) (ACEI 3.5, 4.0, 5.2) (PRAXIS 5622 II.B.10, II.B.3, III.B.5, IV.3, IV.6) (PRAXIS 5203 I.A.4) (ISTE 6a, 7b, 7c), (CAEP 1.1, 1.2, 1.3, 1.4), (Assessment: Written assignments, Article summaries and presentations, lesson plans)
5. Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development. (WVPTS 1E, 2C, 3C, 3E, 5F) (InTASC 1, 3, 4, 6, 9) (ACEI 1.0, 2.1, 3.2, 3.4, 3.5, 4.0, 5.2) (PRAXIS 5622 II.B.10, II.B.3, III.B.5, IV.3, IV.6) (PRAXIS 5203 IA.4) (ISTE 5a, 5c, 7b, 7c), (CAEP 1.1, 1.2, 1.3, 1.4), (Assessment: Written assignments, Article summaries and presentations, Lesson plans)

**Topics to be studied:**

1. Introduction to reading and writing assessment
2. General concepts of assessment
3. Affective factors related to reading and writing
4. Common types of reading and writing problems
5. Informal Reading Inventories and other measures of oral reading
6. Assessments for phonological/phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing
7. Writing a diagnostic report

**Relationship of Course to Program or Discipline Learning Outcomes:**

This course focuses on the six pillars that support the philosophical framework, *Architects of the Future*.

Through “Architects of the Future” (planning, teaching skills, interpersonal skills, decision making skills, professional commitment, and diversity) teacher candidates connect the theories of the assessment/planning model of effective teaching of reading and writing, implementing strategies that elementary school teachers use to teach reading and writing.

<b>This course meets the following General Education Outcome(s):</b>	
<b>Composition and Rhetoric</b> Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
<b>Science &amp; Technology</b> Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	
<b>Mathematics &amp; Quantitative Skills</b> Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	X
<b>Society, Diversity, &amp; Connections</b> Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
<b>Human Inquiry &amp; the Past</b> Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	
<b>The Arts &amp; Creativity</b> Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	
<b>5/3/2016</b>	

**Special requirements of the course:**

1. Complete a diagnostic report summarizing an individual child’s background as it relates to reading and writing; assessments administered, including scoring and analysis of data; observations during tutoring; instructional strategies implemented; and recommendations to school-based educators and parents/guardians (submit in LiveText or its affiliate).
2. Submit field experience paperwork (in LiveText or its affiliate).
3. Have a current LiveText (or its affiliate) subscription and use BlackBoard for course requirements
4. Submit a background check.

**Additional information:**

N/A

**Prepared by:** Dr. Cheryl Mader

**Date:** Updated 12.12.17