



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2008-09
(i.e. 2003-2004)

NEXT REVIEW: 2014-2015
(i.e. 2008-2009)

STATUS: A
(A, I, D)

COURSE TITLE: Literacy Assessment and Differentiated Instruction in Reading Education

COMMON COURSE NUMBER: RED 4519

CREDIT HOURS: 3.0

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: **48** Lab: **0**

Clinic: Other:

PREREQUISITE(S): RED 3342 Foundations of Reading; RED 3352 Reading in the Content Areas

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION:

This course provides an understanding of the role of assessments in guiding instruction and decision making for reading progress of striving readers. It also provides extensive knowledge of differentiated instruction with appropriate scientifically based strategies and materials for students from differing backgrounds and diverse learners.

UNIT TITLES

- 1. Successful Reading Instruction**
- 2. Foundations and uses of Assessment**
- 3. Screening Assessment**
- 4. Diagnostic Assessment**
- 5. Progress Monitoring**
- 6. Outcome Assessment**
- 7. Differentiated Instruction**
- 8. Scientifically Based Reading Research of Phonemic Awareness, Phonics and Fluency for differentiated Instruction**
- 9. Scientifically Based Reading Research of Phonemic Vocabulary development for differentiated Instruction**
- 10. Scientifically Based Reading Research of Comprehension for differentiated Instruction**
- 11. Successfully meeting the needs of all learners**

EVALUATION:

Methods of evaluation of the course outcome will include two exams: a midterm and a final, two projects: a diagnostic evaluation of a student and a student case study for diagnosis and remediation, and graded small group activities.

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UNITS

Unit 1 Successful Reading Instruction

General Outcome:

1.0 The student shall:

Understand the basic framework for reading instruction and cognitive development for successful reading.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1** Understand there are specific components necessary for successful reading instruction.
- 1.2** Identify the five components of the reading process and describe their interrelationship.
- 1.3** Identify the developmental stages of the reading process necessary for successful learning.
- 1.4** Compare and contrast top down and bottom up theories regarding the reading process.

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Unit 2 Foundations and Uses of Assessment

General Outcome:

- 2.0 The student shall:**
Understand testing and the parts of the assessment framework

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** Define testing and uses for testing.
- 2.2** Identify types of formal and informal tests.
- 2.3** Define testing terminology including mean, median, mode, range, and standard deviation.
- 2.4** Identify the following assessments: screening, diagnostic, progress monitoring and outcome.
- 2.5** Define the following measurement terms: reliability, validity, criterion reference tests, and norm reference tests.
- 2.6** Compare and contrast learning outcomes and performance objectives.
- 2.7** Examine testing instruments and manuals and evaluate for reliability.
- 2.8** Describe advantages and disadvantages of alternative assessments.

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Unit 3 Screening Assessment

General Outcome:

3.0 The student shall:

Understand screening assessments as valid, reliable tools for evaluating reading skills

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Define screening assessments and describe their application to reading instruction.
- 3.2** Identify screening assessments used in Florida including SRUSS, DIBELS, FCAT-NRT and FCAT-SSS.
- 3.3** Chart two tests using scatter plots and apply to reading instruction.

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Unit 4 Diagnostic Assessment

General Outcome:

4.0 The student shall:

Understand diagnostic assessment as a reliable tool to diagnose reading achievement.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1** Define diagnostic assessment and relate this assessment to improving reading in the five key component areas.
- 4.2** Identify characteristics of LEP and ESE students related to reading behaviors and testing.
- 4.3** Identify strategies for diagnostic assessment when testing LEP and ESE students.
- 4.4** Identify strategies for monitoring reading progress of LEP and ESE students.
- 4.5** Discuss reliability issues of English language test as tools for LEP students.

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Unit 5 Progress Monitoring

General Outcome:

- 5.0 The student shall:**
Understand progress monitoring assessment for reading instruction

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1** Define progress monitoring.
- 5.2** Describe when and how often progress monitoring should be used for reading instruction.
- 5.3** Use progress monitoring results to plan instruction for the five key components of the reading process.

Common Course Number: RED 4519

Unit 6 Outcome Assessment

General Outcome:

6.0 The student shall:

Select and implement valid, reliable assessments for outcomes

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1** Define outcome assessment.
- 6.2** Explain different ways outcome assessment results can be used to improve reading instruction.
- 6.3** Define testing outcome interpretations including standard scores, percentile rank and grade equivalents.
- 6.4** Calculate and interpret student performance in reading using different test scores in a student case study.
- 6.5** Discuss negative impacts of assessment score interpretations.

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Unit 7 Differentiated Instruction

General Outcome:

7.0 The student shall:

Understand differentiated instruction and how to meet the needs of individual students

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 7.1** Define differentiated instruction.
- 7.2** Define principles of differentiation and discuss the benefits of a differentiated classroom.
- 7.3** Compare and Contrast differentiated classrooms and traditional classrooms.
- 7.4** Identify techniques for flexible grouping and scaffolding.
- 7.5** Apply assessment data to plan differentiated instruction.
- 7.6** Identify explicit instruction and how it can be used with whole and small group instruction.

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Unit 8 Scientifically Based Research in Phonemic Awareness, Phonics and Fluency for Differentiated Instruction

General Outcome:

8.0 The student shall:

Determine and apply research based strategies in phonemic awareness, phonics and fluency that are differentiated to meet the needs of all students.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 8.1** Explain the role of phonemic awareness, phonics and fluency in the reading process.
- 8.2** Identify instructional strategies for phonemic awareness, phonics and fluency in reading for all students including LEP and ESE.
- 8.3** Determine appropriate assessments for each of the three areas to diagnose, monitor and modify reading instruction.
- 8.4** Use data to develop explicit, systematic instructional plans to scaffold phonemic awareness, phonics and fluency development for individual and student groups.
- 8.5** Analyze case study examples of students to determine a focus for phonemic awareness, phonics, and fluency during reading instruction.

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Unit 9 Scientifically Based Reading Research in Vocabulary for Differentiated Instruction

General Outcome:

9.0 The student shall:

Determine and apply research based instruction in vocabulary that is differentiated to meet the needs of all students.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 9.1** Explain the role of vocabulary development in the reading process.
- 9.2** Identify instructional strategies for vocabulary development in reading for all students including LEP and ESE.
- 9.3** Determine appropriate assessments for vocabulary to diagnose, monitor and modify reading instruction.
- 9.4** Use data to develop explicit, systematic instructional plans to scaffold vocabulary development for individuals and student groups.
- 9.5** Analyze case study examples of students to determine a focus on vocabulary development during reading instruction.

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Unit 10 Scientifically Based Reading Research in Comprehension for Differentiated Instruction

General Outcome:

10.0 The student shall:

Determine and apply research based instruction in comprehension that is differentiated to meet the needs of all students.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 10.1** Explain the role of comprehension in the reading process.
- 10.2** Identify instructional strategies for comprehension in reading for all students including LEP and ESE.
- 10.3** Determine appropriate assessments for comprehension to diagnose, monitor and modify reading instruction.
- 10.4** Use data to develop explicit, systematic instructional plans to scaffold comprehension development for individual and student groups.
- 10.5** Analyze case study examples of students to determine a focus on comprehension for reading instruction.

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Unit 11 Successfully Meeting the Needs of All Learners

General Outcome:

11.0 The student shall:

Select specific research based reading strategies to implement differentiated instruction

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 11.1** Select specific research based reading strategies and develop a differentiated instructional plan.
- 11.2** Apply this lesson plan to a “case study” reading class with a diverse population.