E:1, I:3

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
Causes of Reading Difficulties

COURSE NUMBER: **MRD 6201**

COURSE TITLE: **Causes of Reading Difficulties**

FACULTY CONTACT:

COURSE DESCRIPTION:
Candidates investigate multiple assessment instruments to identify reading difficulties and plan effective instruction. Emphasis is placed upon understanding the major causes of reading difficulties and using a variety of assessment strategies to plan and evaluate effective reading and writing instruction.

MINIMUM TIME REQUIREMENTS (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	70

College Education Program Attributes

The manner in which we prepare educators is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educators as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

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Grade C: Satisfactory. The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.

Note. It is the student's responsibility to obtain and complete assignments on the due dates. Late assignments are not accepted. Due to the nature of a seven-week course and to ensure that all candidates are provided with equal learning experience opportunities, late assignments cannot be accepted without good reason, prior approval, and evidence. Again, without a justifiable reason and evidence, instructors do not accept late assignments.

It is the student's responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week's assignments.

PROGRAM COMPETENCY CeCRAM/STRUCTURED EXTERNAL ASSIGNMENT

1. **EVALUATED ASSIGNMENT for PROGRAM COMPETENCY Standard 3.** Candidates will administer the QRI-5 to a student of their choosing. The candidate will provide a written narrative that includes the following components: (1) a student profile, (2) reason for administration, (3) analysis of test results, (4) a parent letter explaining testing results, and (5) list of three recommended resources a classroom teacher can implement to help remediate the student.
2. **Graduation Competencies:** *Disciplined Inquiry*.
3. **Scholarly Writing**
    a. Candidates will provide a reference page using APA citations for all projects.
    b. Candidates will respect intellectual property by citing the sources

COURSE OUTLINE AND WEEKLY SCHEDULE

It is expected that all candidates will read the appropriate materials for the assignment each week and that all candidates will read the assignments and scoring rubrics for the assignments to determine the expectations for the assignments. The instructor reserves the right to change the syllabus, assignments, and point values during the course.

Weekly	Readings	Activities/Assignments	Assignments Due
Week 1	Chapters 1 and 2	¶ Review Syllabus ¶ Complete introduction discussion board ¶ Read chapters 1 and 2 of Assessment of Reading Instruction ¶ View all Resources in the Reading and Resources file	¶ Complete Week 1 Discussion board ¶ Complete Survey ¶ Choose a topic for Reading Disabilities/Difficulties Project- Project due week 7
Week 2	Chapter 3	¶ Read Chapter 3 of	

			Recognition or Spelling ¶ Upload a video of yourself teaching a remediation lesson for either Emergent Literacy, Word Recognition, or Spelling and submit lesson plan
Week 4	Chapters 6 and 7	¶ Read Chapters 6 and 7 of *Assessment for Reading Instruction* ¶ View all Resources in the Readings and Resources file	¶ Complete Week 4 Discussion Board ¶ Complete Reading Assessment Reference Manual Sheet for Fluency and Comprehension ¶ Upload a video of yourself teaching a remediation lesson for either Fluency or Comprehension and submit lesson plan
Week 5	Chapters 8 and 9	¶ Read Chapters 8 and 9 of *Assessment for Reading Instruction* ¶ View all Resources in the Readings and Resources file	¶ Complete Week 5 Discussion Board ¶ Complete Reading Assessment Reference Manual Sheet for Strategic Knowledge or Affective Factors
Week 6	Chapter 10	¶ Read Chapter 10 of *Assessment for Reading Instruction* ¶ View all Resources in the Readings and Resources file	¶ Complete Week 6 Discussion Board
Week 7	Review Important Content	¶ Disability Presentations ¶ Evaluations	¶ QRI assessment project (Upload assignment into Taskstream ¶ Complete Week 7 Discussion Board ¶ Reading Difficulties/Disability Presentation due

Learning/Performance Outcomes

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SEA Scoring Rubric (See Appendix A.

College of Education Course Attendance Policies:

Federal guidelines related to financial aid and veteran's benefits require that attendance be taken each week that the course is in session. This applies to all students, all courses and all course formats, even those that do not meet face-to-face or on a regular basis.

Students are expected to attend every class session, whether face-to-face or online. In the College of Education, faculty must approve all requests for absences that are exceptions to this policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course

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		accepting responsibility for recording and using assessment data results) lacks disconcertment.	responsibility for recording and using assessment data results).		candidate demonstrates ethical and professional decisions (i.e., incorporating standards, responsible use of reporting and using data, understanding student's educational, academic, personal, and social needs) in their report to the student and parents.
Graduation Competency. Disciplined Inquiry Employ scientific, quantitative and or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.	The educator shows emerging skills: employ appropriate reasoning and critical thinking skills for the purpose of engaging in scientific, critical evaluation to formulate a rationale outcome.	The educator shows basic skills: employ appropriate reasoning and critical thinking skills for the purpose of engaging in scientific, critical evaluation to formulate a rationale outcome.	The candidate shows satisfactory skills: employ appropriate reasoning and critical thinking skills for the purpose of engaging in scientific, critical evaluation to formulate a rationale outcome.	The candidate shows proficiency skills: employ appropriate reasoning and critical thinking skills for the purpose of engaging in scientific, critical	

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Assignments and Points

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Appendix C.
This assignment must be uploaded into Taskstream under MRD 6201 SEA for Standard 3.
QRI-5 Assignment

Directions: Administer and QRI-5 to a student. Provide a written narrative for the following components:

1. Student Profile and Contextual Features
2. Purpose of Administering the Assessment: Reading Deficit
3. Overall Analysis of Student Data: Analysis of student responses and Analysis of patterns in student's data: provide numerical data analysis
4. Provide example of student work
5. Instructional Plan
    a. Instructional Goals
    b. Instructional Material
    c. Formative Assessment Materials
    d. Student Instructional Materials
6. Design an Instructional Resource that lists recommended activities for guardians /parents/other teachers
    a. Books
    b. Activities
    c. Web-based activities
7. References and Resources (APA citations)

Rubric for QRI Administration

Name of Candidate

Scoring Elements	**0 Points Information is missing and/or erroneous information is provided**	**1 pt. Lacks appropriate information and/or Sketchy information is provided**	**2 pts. Thorough, detailed information is provided**	**Score/Comments**
Student Profile and Contextual features		Explanation is given of the student's background and current overall classroom performance.	Explanation is given of the student's background and current overall classroom performance	
Purpose for administration			Clear and concise purpose for assessing student performance is explained	
Overall Analysis of Data		Data is interpreted and used to analyze individual performance and	Data results are provided from a *variety of alternative and traditional assessment sources and the informal inventory*. The	

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Plans align
with P-12
standards and

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Appendix E
Discussion Board Participation Scoring Rubrics

Directions:

1. **Discussion contribution will be graded on the following criteria.**

Appendix F.
Lesson Demonstration Assignment

Directions:

Candidates will pair up and demonstrate a remedial/intervention lesson for one of the 6 components of reading that were studied in the course. Candidates must submit a detailed lesson plan with the following components:

A.

Program Competency Standard 6: Professional Leadership and Learning	
Scoring Element 6.1 Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	
Emerging (5)	Delivery is inadequate in meeting requirements of the task; student says practically nothing, focuses primarily on irrelevant material, is highly egocentric, ignores purpose of the activity, provides no artifacts of presentation to PLC peers
Beginning (8)	Content is minimal in meeting requirements of the task; student doesn't provide enough content to meet requirements, includes some ir1 0 0 1 149.55 448.67 Tm0 G[ )]TJETQ EMC /P 0.67 46 reW*nBT/F2 10 Tf1 0 0 1 72