

**Wilmington University  
College of Education**

**Graduate Special Education Programs**

**Course Number:** MSE 7901

**Course Title:** Assessment and Diagnosis of Reading Difficulties



**Driving Question for the Course:** How do I administer formal and informal reading assessments and use the results of those assessments to plan instruction for students at risk of or already identified with reading disabilities? To address this, we will consider these four related questions:

- In what ways can formative assessment be used to adjust instructional strategies and ensure ongoing support for struggling readers throughout the learning process?
- What specific interventions can be used to support struggling readers throughout the learning process?

**Learning Outcome 3 - Candidates assess students' learning, behavior, and the classroom environment to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate. (CEC 4.1, 4.2, 4.3)**

Learning Activities/Performance Tasks:

1. Candidates will administer... (CEC 4.1, 4.2, 4.3)

| <b>Week</b> | <b>Week at a Glance Essential Questions</b>  |
|-------------|--|
| Three       | What are the evidence based principles of effective reading instruction for all readers, including those with intellectual exceptionalities? |
| Four        | What are some of the interventions used in Tier 2 and Tier 3 of the MTSS model?  |
| Five        | How do I select and use specialized instructional strategies appropriate to the abilities and needs of the individual?                       |
| Six         | What strategies can I use to improve reading comprehension and integrate reading skills across content areas?                                |
| Seven       | How can I identify and prioritize areas of the general education curriculum and accommodations for individuals with exceptionalities?        |

### **Assignments and Grading**

1. Discussion Boards (20%)
2. Assignments (50%)
3. SEA (30%)

These required projects are briefly described in the “Learning Outcomes” section of the syllabus. Additional details and resources, including Open Educational Resources (OERs), and the course outline, can be found on the course site.

### [Academic Policies](#)

### [Procedure/Guidelines for Receiving Special Accommodations](#)

### **College of Education Attendance Policy:**

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergency/P ~~MCID 55 BDC 0 0.502 0~~ rgancie(duc)-1.9Td()Tb

It is very important that in week one, you choose a student who you can work with throughout the entire 7 weeks of this course. The student should be identified with a disability. If you need to gain permission from the school and/or parents, please make sure you do so prior to beginning any assessments. Also, please remind the parents and school that you are conducting these assessments as part of your course work for the University, and while you will share these results with no identifying data, it is solely for the purpose of facilitating your learning and improving your practice.

For the **SEA**, you will administer a formal or informal assessment in each reading area to a student and create 3 intervention plans based on the results of those assessments. The intervention plans should focus on at least 2 areas of deficit and on Tier 2 and Tier 3 interventions (in addition to Tier I instruction), with your interventions becoming more intense. You will implement your interventions with your student or a small group of students. You will chart your student's progress after the interventions.

You will incorporate evidence-based practices based upon course content. You will record yourself teaching one of the lessons you have written and submit the recording. You will write narratives based upon each step and submit them weekly which will build into your final SEA.

- Administer the Student interest survey and submit the narrative by the end of week 1.
- Record yourself administering these assessments by the middle of week 3. You will also submit your narrative and scoring of these assessments in week 3.
- Submit first lesson plan in week 5 relating to student needs.
- Submit second lesson plan in week 6 relating to student needs
- Submit third lesson plan in week 7 relating to student needs
- Submit a lesson implementation narrative for the lesson you implemented and recorded by week 7.
- Submit the recording of lesson implementation by week 7
- Submit narrative in week 7 with student's progress attached.

For more specific requirements, reference each narrative directions and the SEA rubric.

Required Narratives:

- Student Reading Interest Narrative (with student surveys attached) Results of Assessments Administered
- Lesson Plan (3 separate lesson plans required)
- Intervention lesson reflection
- Final SEA Narrative

## MSE 7901 Rubric

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|-------------------------------------|--|---|---|-------------|-------------|
| Student Description<br><br>2.1, 2.2 | Candidate identifies the student's disability and academic levels. | Candidate identifies the student's disability and describes the student's academic and functional levels. | Candidate identifies the student's disability, describes the student's academic and functional levels, and explains the impact of the disability on the student's academic and functional levels. |             |             |

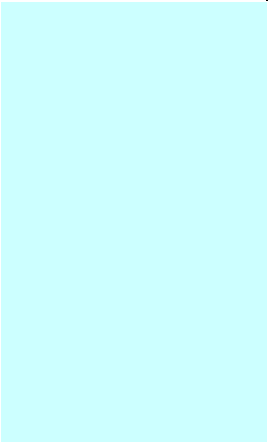




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their choice of content  
or instructional



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**Standards**

**CEC 2020 Field and Clinical Experience Standard**

**Standard:**

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making - Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

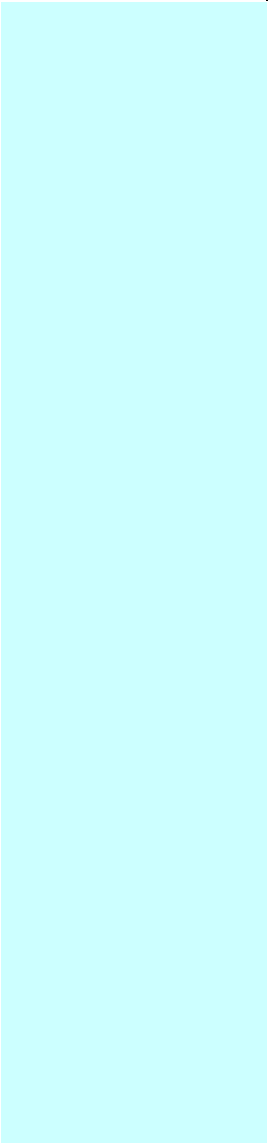
**Indicator:**

Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

**Indicator:**

Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

**Indicator:**









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|   | <p>Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.</p> <p><b>Indicator:</b></p> <p>Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.</p> <p><b>Standard:</b></p> <p>Standard 5: Supporting Learning Using Effective Instruction - Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.</p> <p><b>Indicator:</b></p> <p>Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.</p> <p><b>Indicator:</b></p> <p>Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p> <p><b>Indicator:</b></p> <p>Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p> <p><b>Indicator:</b></p> <p>Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.</p> <p><b>Indicator:</b></p> <p>Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</p> <p><b>Indicator:</b></p> <p>Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p> |             |             |             |             |
| Use Results to Plan Instruction and Interventions | Candidate interprets assessment results to identify general reading interventions.   |             |             |             |             |

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**CEC 2020 Field and Clinical Experience Standard**

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making - Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based



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**Indicator:**

Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented



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group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

**Indicator:**



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|                         | <p><b>Indicator:</b><br/>Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p> <p><b>Indicator:</b><br/>Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.</p> <p><b>Indicator:</b><br/>Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</p> <p><b>Indicator:</b><br/>Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p> |   |             |             |             |
| Instructional Materials | Candidate selects and uses general instructional materials.  | Candidate selects and uses general instructional materials that provide meaningful opportunities to |             |             |             |

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feedback to the student.

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**CEC 2020 Field and Clinical Experience Standard**

**Standard:**

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge - Candidates apply their understanding of the



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|   | <p>Standard 5: Supporting Learning Using Effective Instruction - Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.</p> <p><b>Indicator:</b><br/> Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.</p> <p><b>Indicator:</b><br/> Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p> <p><b>Indicator:</b><br/> Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p> <p><b>Indicator:</b><br/> Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.</p> <p><b>Indicator:</b><br/> Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</p> <p><b>Indicator:</b><br/> Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p> |  |   |  |             |
| Reflection on Use of Cognitive or Learning Strategies | Candidate reflects on their ability to use cognitive or learning strategies.   | Candidate reflects on their ability to use cognitive or learning strategies, realizing any missed opportunities. | Candidate reflects on their ability to use cognitive or learning strategies, identifying any areas for improvement. | Candidate explains how their areas of improvement are related to |             |



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| to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning. |             |             |             |             |

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assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

**Standard:**

Standard 5: Supporting Learning Using Effective Instruction -