

1. **COURSE NAME:** ED 550 Reading Fundamentals #3: The Elements of Effective Reading Instruction & Assessment

2. **EDUCATIONAL GOALS FOR THE COURSE:**

This course will describe the elements of effective reading instruction in some detail. Two primary sources were used in developing this course. First, the National Reading Panel *Report* (2000) was used. Second, the *Put Reading First* document (Armbruster, Lehr, & Osborn, 2001a), a well-respected and easy-to-read publication on the research building blocks for teaching children to read, was used. Educational assessment involves gathering, interpreting, and synthesizing information to help teachers make important decisions about student performance (Airasian, 2001). It involves everything from scores on projects, papers, and exams to how children perform on school, district, state, or national evaluations (such as standardized tests). Educational assessment can be teacher-designed or publisher/researcher-based. It can be centered on the curriculum in the school or district, or based on what children across the country should know in a particular academic subject area, such as reading.

3. **INSTRUCTIONAL LEARNING OBJECTIVES:**

- Describe *learning to read* and *reading to learn*.
- Discuss important aspects of phonemic awareness instruction.
- Identify important aspects of phonics instruction.
- Describe important aspects of fluency instruction.
- Note important aspects of vocabulary instruction.
- Discuss important aspects of text comprehension.
- Describe various aspects of teacher preparation and education in comprehension strategy instruction and reading instruction.
- Note how computer technology can be used in reading instruction.
- Provide details on the *Consumer's Guide to Evaluating a Core Reading Program* by Simmons and Kame'enui (2003) and the *Planning and Evaluation Tool for Effective Schoolwide Reading Programs* by Kame'enui and Simmons (2000).
- Describe accomplishments that can be expected for students in grades K-3.
- Describe reading remediation guidelines and interventions for students in grades K-12.
- Describe how to incorporate tutoring as an effective reading intervention.
- Define important assessment terms.
- Discuss technical adequacy, test interpretation, and assessment purposes.
- Note how assessment fits within Reading First.
- Describe the findings of the Reading First Assessment Committee (2002).
- Discuss important ways to link assessment with instruction.
- Detail the use of data-based decision making in classroom settings, with particular focus on various types of curriculum-based measurement procedures.

4. COURSE REQUIREMENTS:

- Complete all information chapters, showing a competent understanding of the material presented;
- Complete all chapter examinations, showing a competent understanding of the material presented;
- Complete a review of any chapter on which your examination score was below 70%;
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 70% (maximum of three attempts);
- Complete a course evaluation form at the end of the course

5. DATES, TIMES AND LOCATION OF PROPOSED COURSE:

TBD to equal time requirements for 3 semester credits. Home study course to be completed within 6 months of beginning date.

6. DUE DATES FOR COMPLETION OF COURSE REQUIREMENTS: Last day of class

7. LEARNING RESOURCES AND REQUIRED TEXT:

Minimum Requirements:

Macintosh Operating Systems - Mac OS 9.x or OS 10.x, 256MB of RAM and 5MB of free hard disk space, 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

Windows Operating Systems - Windows 2000, XP Home, Professional or newer, 256MB of RAM and 5MB of free hard disk space; 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

CD: Title *Reading Fundamentals #3: The Elements of Effective Reading Instruction & Assessment* (software package) Authors: Greg Benner, Ph.D., Nancy Marchand-Martella, Ph.D., and Ronald Martella, Ph.D. . Publisher: Virtual Education Software, inc. © 2004 Instructor: Mick Jackson MS/ED

Please keep the CD. There is a \$25 replacement fee for CD-roms if you need to replace yours due to theft, damage, misplacement, etc. Call 1-800-313-6744, with your credit card information, if you need a replacement.

8. EVALUATION PROCEDURE: Pass/Fail

As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam section before you complete all questions your information will be lost. You are expected to complete the entire exam in one sitting.