

Principles of Diagnostic Assessment and Teaching in Adult Reading Instruction

Course Overview and Schedule

This six-week course has three parts. The first part, Lesson 2, consists of readings, discussion boards, and self-quizzes on the components of reading and diagnostic assessment. The second and third parts, Lessons 3 and 4, use the case study approach to give participants the opportunity to practice scoring and interpreting adult learners' assessments in reading.

<p>Course instructor John Strucker, jstrucker@worlded.org</p> <p>ProfessionalStudiesAE.org help Kaye Beall, kabeall@comcast.net</p> <p>Course registrar Leah Peterson, leah_peterson@worlded.org</p> <p><i>(Please add these e-mail addresses to your e-mail client's accepted sender/recipient lists to insure you receive important course announcements)</i></p>	<p>Course dates March 19–May 7, 2012</p> <p>Time Approx. 2–3 hours per week; 18 hours total</p> <p>Technical assistance 1-800-434-0899, call back within two hours</p>
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Course Objectives

By the end of the course, you will be able to

- Explain why diagnostic assessment is necessary
- Identify the print and meaning components of reading
- Describe how incomplete mastery of skills at earlier stages effects reading development in adult education and literacy learners
- Conduct a background interview and diagnostic assessments for word recognition, phonics or word analysis, fluency, and vocabulary
- Write a Reading Profile Report based on diagnostic assessment results

Course Topics

Lesson 1: Course Introduction

- Welcome
- History of the Course
- Course Requirements
- Personal Learning Goals
- Our Experiences with Teaching Reading

Lesson 2: Rationale and Background for Diagnostic Assessment

- Why Do We Need Diagnostic Assessments in Reading
- Interpreting the Results of Silent Reading Comprehension Tests
- The Theory of Diagnostic Assessment in Reading

Lesson 3: Planning and Giving Diagnostic Assessments

- Diagnostic Assessment Procedure

- Reading Assessments for the Real World of Adult Education and Literacy
- The Background Interview
- Word Recognition Test
- Word Analysis Inventory
- Assessing Oral Reading Mastery Level and Rate
- Oral Vocabulary Assessment
- Reading Profile Report

Lesson 4: Now You Try It!

- Review Remy's Background Questionnaire
- Score Remy's Word Reading Test
- Score Remy's Word Meaning Test
- Prepare Remy's Reading Profile Report

Lesson 5: Course Closure

- Course Summary
- Course Review
- Course Evaluation

Course Schedule

Lesson 1: Course Introduction

Available:
Monday, March 19, 2012

Complete by:
Monday, March 26, 2012

Lesson Activities

- Update computer software
- Become familiar with online tools
- Download course journal
- Review course objectives, schedule, and requirements
- Journal: Online learning plan
- Journal: Personal learning goal

Discussion Posts

- Course Goals*
 - Teaching Reading* (required)
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Lesson 2: Rationale and Background for Diagnostic Assessment

Available:
Friday, March 23, 2012

Complete by:
Monday, April 2, 2012

Readings

- “What Silent Reading Tests Can’t Tell You”
- “Stages of Reading Development” (optional)

Lesson Activities

- Take quiz on What Silent Reading Tests Can’t Tell You
- Categorize the print and meaning components
- Watch video on Stages of Reading Development (optional)
- Journal: Matthew Effects

Discussion Posts

- Matthew Effects* (required)

Lesson Summary

- Journal: List main points of the lesson
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Lesson 3: Planning and Giving Diagnostic Assessments

Available:
Friday, March 30, 2012

Complete by:
Monday, April 16, 2012

Note: You have 2 weeks to complete this lesson.

Lesson Activities

- Watch video of a real diagnostic assessment
- Journal: Write reflections on video
- Review the Diagnostic Assessment Procedure Schematic
- Review the Background Questionnaire
- Journal: Make notes on adapting the background questionnaire
- Review the Quick Adult Reading Inventory Word Reading Test
- Score Michael’s Word Reading Test
- Review Sylvia Greene’s Informal Word Analysis Inventory (IWAI)
- Score Michael’s Word Analysis Inventory
- Journal: Calculate your own oral reading rate
- Review the Davidson-Bruce Word Meaning Test
- Take the self-quiz on oral vocabulary assessment
- Score Michael’s Word Meaning Test

Discussion Posts

- Background Interview*
- Michael* (required)
- Questions*

Lesson Summary

- Journal: List main ideas from the lesson
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Lesson 4: Now You Try It!

Available:
Friday, April 13, 2012

Complete by:
Monday, April 30, 2012

Note: You have 2 weeks to complete this lesson.

Lesson Activities

- Review Remy's Background Questionnaire
- Score Remy's QARI Word Reading Test
- Score Remy's Davidson-Bruce Word Meaning Test
- Prepare and submit Remy's Reading Profile Report (required)

Lesson Summary

- Journal: Analyze Remy's ability to comprehend text

Lesson 5: Course Closure

Available:
Friday, April 27, 2012

Complete by:
Monday, May 7, 2012

Activities

- Journal: Teaching Reading Revisited
- Course Evaluation
- Print Certificate of Completion

Discussion Post

- Teaching Reading Revisited* (required)

Course Completion

To successfully complete this course, your work will be assessed on whether and to what extent you have done the following:

1. Participated in asynchronous discussions: 20%
2. Completed the required postings: total of 50%
 - Lesson 1: *Teaching Reading* posting (10%)
 - Lesson 2: *Matthew Effects* posting (10%)
 - Lesson 3: *Michael* posting (15%)
 - Lesson 5: *Teaching Reading Revisited* posting (15%)
3. Score 12 points or more on Remy's Reading Profile Report: 30%

If you score an 80% or above, you will have successfully completed the course and earned a certificate of completion from Professional Studies in Adult Education.

Course materials are available through May 21, 2012

Online Course Policies

For courses hosted by ProLiteracy and World Education, Inc.

Online Course Enrollment and Payment

1. Course registration remains open until two days before the course start date or until maximum enrollment is reached, whichever is first.
2. Courses may be canceled within one week of the course start date due to insufficient enrollment. Refunds will be processed for all registrants
3. Courses may be rescheduled within one week of the course start date due to insufficient enrollment. A course registrant may request a refund of the full course fee in lieu of enrollment in the rescheduled course. ProLiteracy or World Education will process refunds for requests made within 4 weeks (20 business days) of the host organization’s notification of the course date change.
4. ProLiteracy and World Education staff will make a reasonable attempt to insure that the course registrants are able to access the online course system by sending confirmation emails, and through telephone contact if necessary, using the contact information provided upon course registration.
5. Full refunds or credit may be given for requests made **no later than 5 business days** prior to the course start date.
6. Registrants requesting withdrawal from the course **within 5 business days** before or after the course start date may receive a 50% refund or a 75% credit toward another online course offered by the same host organization.
7. No refunds or credit will be given for requests made **after 5 business days** of the course start date. (See chart below.)

← Full Refund or credit		50% refund or 75% credit											No refund or credit →	
		Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs		
Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon Course Start Date	Tues	Wed	Thurs	Fri	Mon	Tues	Wed

8. Refunds will not be provided for registrants who cannot meet the minimum technical requirements for course participation. See Minimal Technical Requirements on pages 3–4.
9. Full refunds or credit will be given to registrants who meet the minimum technical requirements and have technical problems that significantly impact the delivery of the course content and for which ProLiteracy’s technical support is not able to resolve.
10. Although there may be occasions where the course ending dates and final assignment deadlines are extended to accommodate either the participants’ or instructor’s schedules, ProLiteracy and World Education reserve the right to limit course extensions to two weeks. See Online Course Completion Policies on page 2.

Online Course Completion Policies

1. Upon satisfactory completion of all course requirements, course participants may print a Certificate of Completion by going to their Grade Book in the learning management system (LMS) or a certificate will be supplied via e-mail. (ProLiteracy and World Education do not mail hard copies of the course completion certificate.) Completion certificates are available anytime after the course has ended.
2. The Certificate of Completion documents the professional development hours associated with the course, as listed in the course description; it does not document the actual hours the course participant spent doing coursework. Participants may take more or less time, depending on their depth of participation and comfort with technology. Completion time is the estimated time participants should expect to spend with a course; however, the actual number of hours each participant spends on coursework may vary greatly.
3. Course completion requirements are published in the Course Outline and Schedule, available as a document within the course on the LMS. In order to receive a Certificate of Completion, the participant must meet the course completion requirements listed on the Course Outline and Schedule by the final deadline posted.
4. The course instructor has the sole authority to determine if the participant has met the minimum requirements for course completion.
5. The instructor will post the date on which participants may download their Certificate of Completion.
6. Participants may negotiate revision and re-submission of their work with the course instructor; however, the participant must submit revised work by a mutually agreed upon deadline in order to receive the Certificate of Completion.
7. Participants may negotiate a one-time extension for final course completion at the sole discretion of the course instructor. If the participant fails to meet the extended deadline, no further extensions will be allowed.
8. Course content is only available for the duration of the course: After the course has closed, course content and any documents participants have uploaded to the LMS will not be available.

Course Communications Policies

1. Course communications include group e-mails, discussion posts, chats, Webinars, Webinar archives, team discussions, and instructor/participant correspondence.
2. Course instructors and facilitators will use e-mail, either within or outside of the LMS, as the primary source of communication with course participants. Electronic communications will be directed to the e-mail addresses located in the participants' profile within the LMS.
3. Only course participants, instructors, facilitators, and ProLiteracy or World Education staff may access and use LMS course communication tools.
4. Upon request of the individual participant, ProLiteracy and World Education staff, instructors, and facilitators may provide a course participant's sponsor (i.e., one who purchases the course on behalf of the course participant), with the Course Outline and Schedule and the participant's LMS Grade Book information. ProLiteracy and World Education staff, instructors, and facilitators will not provide sponsors access to or records of any course communications.

Minimum Technical Requirements

ProLiteracy’s online courses are offered via the IntraLearn learning management system and WebEx Internet conferencing system. To participate in courses, you must have access to a reliable computer with an Internet connection. We recommend a high speed Internet connection. For courses that include Webinar sessions, you must have the ability to be on an Internet-connected computer and a telephone at the same time. We recommend a screen resolution 800x600 or higher.

System Requirements

System requirements for operating the course management software, plug-ins and minimum client requirements (e.g., workstation and browser) are listed below.

<p>PC: Windows XP Windows 2000 Internet Explorer 5.5+ Netscape 7.0</p>	<p>Macintosh: Macintosh OS X Internet Explorer 5.2 Macintosh Edition Netscape 7.1 Macintosh Edition Mozilla Firefox</p>
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Note: IntraLearn has been shown to work under Windows 95/98/ME. However, since Microsoft has discontinued support for these operating systems, we will not be able to address any issues related specifically to those operating systems. IntraLearn has not been tested with Microsoft Vista, and ProLiteracy cannot guarantee support for that operating system.

General Requirements for HTML-compliant Browsers

- Accepts cookies
- Supports JavaScript 1.0 and Java 1.0.2.
- Supports XML
- Supports style sheets

Note: The AOL browser is not compatible with the course management software. If you use AOL to connect to the Internet, you should also install a compatible browser to use for these courses. You can connect to the Internet via AOL, then open a second browser window to access your courses.

Accepting Cookies

To access course material, your Internet browser must be set to accept cookies.

- *If you are using a Firefox browser, go into the browser settings under the Tools menu, and select Options → Privacy. Check the boxes beside "Accept cookies from sites" and "Accept Third Party Cookies".*
- *If you are using Internet Explorer (IE7), go into Tools → Internet Options → Privacy, and pull the slider all the way down to "Accept All Cookies."*

Additional Plug-ins

Some courses require additional plug-ins to access media and course resources (e.g., Shockwave, Windows Media Player, Adobe Acrobat, WebEx media players). You should have the ability to download and install these plug-ins on your computer, or have access to a technical support staff person who can do this for you.