Contact Information

Instructor: Ingrid Haynes, Ph.D.  Office: EB324  713-313-7179 Office Phone
Email: haynesmaysi@tsu.edu

Office Hours: Tuesday and Thursday . . . . . . . . . . . . . . . . . 2-5PM

Course Description

This graduate is an advanced practicum course designed to give practice in developmental reading techniques appropriate to elementary/middle-secondary students. Experiences are provided in diagnosis, instructional planning for remediation, on-going evaluation of reading progress, communication with parents, and the use of authentic literature. Writing will also be stressed as a way to reinforce reading abilities. (3 SCH)

The literacy projects that the practicum student will be engaged in are designed to demonstrate the knowledge the student has in each of the six requirements.

Course Information

Required Text: No required text

Additional Resources: Blackboard [http://texusu.blackboard.com]

Meeting Day/Time: Online.
Vision and Mission of the College of Education

The vision of the College of Education (COE) is to become the region’s leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities. Particularly, the mission of the COE is to provide competent professionals for effective service in urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning and behavioral challenges facing urban populations. The COE is committed to preparing candidates to become urban professionals who will be caring, competent, committed, and culturally responsive.

Conceptual Framework

The conceptual framework is consistent with the institution’s mission as well as the unit’s vision and mission. The theme of the conceptual framework is “ExPO for Preparing Urban Professionals” which stands for the College of Education (COE) expectations, practices, and outcomes for preparing urban professionals. The overall expectation for candidates at Texas Southern University given its underlying vision, mission, and philosophy, is that the COE will facilitate the preparation of urban professionals (that is, administrators, counselors, and teachers). Faculty responds to this expectation with practices that result in candidate acquisition of knowledge, skills, and dispositions at initial and advanced levels. The outcome of these practices are urban professionals who manifest caring, competent, committed, culturally responsive qualities and characteristics as depicted in the graphic.
The Standards

TExES Standards

Reading Specialist Standard I
Components of Reading: The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Reading Specialist Standard II
Assessment and Instruction: The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Reading Specialist Standard III
Strengths and Needs of Individual Students: The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

Reading Specialist Standard IV Professional Knowledge and Leadership: The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.

IRA Standards

Standard 1: Foundational Knowledge
Standard 2: Curriculum and Instruction
Standard 3: Assessment and Evaluation
Standard 4: Diversity
Standard 5: Literate Environment
Standard 6: Professional Learning and Leadership
Learning Outcomes
Given the appropriate instruction and guidance, the students will be able to master the following outcomes with at least 80% accuracy.

Upon completion of this course, students will be able to:

1. Interpret background and assessment information of an individual with reading disabilities to determine measurable learning outcomes that define what the child is able to do as a result of instruction.

2. Evaluate and select appropriate instructional interventions for the literacy remediation based upon the assessed needs of the child.

3. Analyze variables in performance using ongoing assessments to modify instruction and meet the needs of the child.

4. Formulate a clear, concise and accurate report of assessment results delineating proficiencies and difficulties, reading, writing, and spelling developmental levels, measurable results of instruction in attaining learning outcomes and recommendations of research-based instructional strategies for use at school and in the home to strengthen the child’s literacy.
## Reading 888 Alignment Chart

<table>
<thead>
<tr>
<th>COE Proficiencies</th>
<th>National Standards (NBPTS)</th>
<th>IRA Standards</th>
<th>TExES Standards/Domains</th>
<th>Student Learning Outcomes (SLO’s)</th>
<th>Key Assessments</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge of the content</td>
<td>2, 6</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>Article Critiques</td>
<td>The literature critique in this class is to serve as an initiation into the literature of educational research. The critique must be a “research” article that is of interest to the individual. Critiques of articles will be shared and discussed in class. Prior to designated classes, each student will find and read a research article. The primary goal is to read and understand current research or recommendations in an area of interest and then be able to discuss the topic in class.</td>
</tr>
</tbody>
</table>
| capacity to problem solve              | 4                          | 3             | 4                        |                                  | IRI Assessments                   | The IRI is a diagnostic test that is administered individually to a student. It measures word recognition as well as comprehension. Beyond this, it reveals strengths and weaknesses and informs instruction.  
  
  The purpose of an Informal Reading Inventory (IRI) is to provide greater insight into a student's reading level. It does not provide a specific diagnosis; rather, it provides the "normal" classroom teacher greater understanding of a child's abilities, which in turn may lead to more accurate instruction. |
| understanding of human development     | 1, 4                       | 1             | 1                        | 1                                |                                  |                                                                                                                                                                                                             |
| classroom organization and management  | 3                          | 5             | 2                        | 1                                | Profile Practicum Report          | The Profile practicum report describes the practices that you most frequently utilized in your instruction. What research evidence supports the use of those practices? You should also examine the goals that you identified for the student you worked with. With which learning goal was your student most successful? What practices did you utilize that contributed to this growth? With which learning goal was your student least successful? What aspects of your teaching practices might have influenced the limited achievement of this goal? What would you change about your practice in the future to improve the student’s performance? |
| understanding of how students learn    | 1, 2                       | 1             | 1,2,3                    | 1                                | Other Assessments                 | Disposition Survey – Candidate, Faculty and ISD will complete the disposition survey.  
  
  Student Impact Survey - Instructor and ISD teacher will complete an overall assessment of your impact on student learning based on their observations. |
<p>| effective communication and collaboration | 3, 5                       | 5,6           | 4                        | 2                                |                                  |                                                                                                                                                                                                             |</p>
<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>3</th>
<th>2</th>
<th>1,3</th>
</tr>
</thead>
<tbody>
<tr>
<td>assessment and evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>involving families and communities</td>
<td>5</td>
<td>5</td>
<td>1,4</td>
<td>1</td>
</tr>
<tr>
<td>integration of technology</td>
<td>3, 5</td>
<td>2</td>
<td>1,2</td>
<td>2</td>
</tr>
<tr>
<td>belief that all children can learn</td>
<td>1</td>
<td>1,2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>belief in student access to the full curriculum.</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ability to meet needs of each learner</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

on the assignments required in the practicum course.
Course requirements

Due to the nature of this course, active student participation is essential to the overall successful class performance. Because this course is concerned primarily with providing guidelines for candidates in assessing and teaching students with reading problems, it is very important that one adheres to all guidelines and timelines. It is not enough to rely on others’ notes to make up for class activities and experiences. Failure to complete assignments may place one at a severe disadvantage on the final examination, since success in the course is mostly contingent upon knowledge-based performance.

Additional requirements:

1. Assignments must be completed and turned in on the due date, to avoid penalty of non-acceptance.
2. Pass all quizzes and exams with at least 80% for successful completion of course. There will be a total of two (2) major tests. (Midterm and Final). Quizzes (announced and unannounced) will be given periodically.
3. Access to a computer and email account is required for Blackboard on-line course, research inquiry, browsing, and etc.
4. All written assignments must be typed using 12” Times Roman font, ONLY! Doubled-spaced.

DISTANCE EDUCATION INFORMATION

This course will be ONLINE/web-based via Blackboard. Therefore, you must be able to access blackboard. TSU Blackboard site: [http://texasu.blackboard.com](http://texasu.blackboard.com).

All Blackboard users must login with the following username and password, as of January 2006:

Username= last name + first initial + last 4 digits of T-number/Password= “MyWeb PIN”

**Example**: Username: smithf12342/Password: 010277

- Please become familiar with the resources managed by the Robert James Terry (RJT) Library by visiting the website: [http://www.tsu.edu/pages/2096.asp](http://www.tsu.edu/pages/2096.asp)

1. Students need to go to My Web to update email address to be loaded into Blackboard.
2. Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word and Power point.
3. Go to Blackboard and login. Locate RDG 874 and select the link to the course website.
4. Become familiar with the Blackboard page. Review the announcements. Go to Syllabus and download and read the entire syllabus.
My TSU Mail Is Official TSU Email

Your email address is <your user name>@student.tsu.edu. This is your official TSU email address and replaces Tiger Mail. Your email address will be the same as the User Name; for example:

- John Doe’s email address would be j.doe1234@student.tsu.edu
- Jane Smitherson-Johnson’s email address would be j.smitherson-joh2345@student.tsu.edu

Please note that all official TSU email correspondence is sent to your My TSU Mail email address. By logging into the My TSU Web Portal, you are acknowledging your official My TSU Mail email address. After logging into the portal, click the Email link in the toolbar to access your email.

Change email address: If you wish to receive your email at your personal email address instead of your TSU email address, you must update your profile in MY TSU WEB. It is the same process you use to register online. Otherwise, all email correspondence will be sent to your TSU email address. If you change your email address, please continue to access your TSU email address as announcements and other university information may be posted.

OPEN COMPUTER LAB
You have free access to the Internet and word processing in the open computer labs available in the College of Education. Check on the door of the open computer lab for hours of operation.

COURSE POLICIES

ATTENDANCE POLICY
Although this course is online, you still must “attend” regularly. You ought to sign on at least three times a week to complete course work. Regular attendance will be gauged by the prompt completion of work as assigned by due dates. Your success in this course depends upon your steady completion of work as it is due. Once due dates pass, you will not be permitted to submit missed work.

DUE DATES AND MAKE UPS
No make-ups on exams, quizzes, or assignments! All papers should be typed, double spaced and written in accordance with APA guidelines; points will be deducted if APA format is not followed. All written assignments must be submitted through Blackboard “Digital Drop Box.” Check Blackboard periodically. Paper should be typed using Times Roman font 12”, only!

Assignments
Article Critiques- See blackboard for full directions—

Literature Critique (10 points each-literacy assessments)
The literature critique in this class is to serve as an initiation into the literature of educational research. The critique must be a “research” article that is of interest to the individual. Critiques of articles will be shared and discussed in class. Prior to designated classes, each student will find and read a research article. The primary goal is to read and understand current research or recommendations in an area of interest and then be able to discuss the topic in class.
Rubric for Article Critiques – 10 Points

**Description:** The journal article critique assignments will enhance the graduate student’s ability to critically read and analyze published research. The student will select an article from a refereed or scholarly journal, identify the major components of the article, and assess whether or not the authors have clearly described and supported each element. A handout will explain the assignment in more detail.

**I. Statement of the Problem**

Student identifies clearly and thoroughly:
- Research topic
- Research problem
- Research question(s) or hypotheses

0 points = None of these are identified clearly or thoroughly
1-2 points = One or more areas are not identified clearly or thoroughly
3 points = Each area is clearly and thoroughly identified

**II. Review of the Literature**

0 points = No analysis is done of the literature presented
1-2 points = Student clearly identifies how the literature justifies the problem and leads to the research question(s)

**III. Methods**

0 points = Not able to correctly identify the sections in the method and whether the study is quantitative, qualitative, or uses aspects of both
1-3 points = Student clearly identifies each section and comments on potential strengths/weaknesses of the sections and whether they are appropriate to quantitative or qualitative methods

**IV. Results and Discussion/Conclusions**

0 points = Not able to correctly identify sections or explain whether results and discussion are accurate and justifiable.
1-3 points = Student is able to correctly identify sections and explain how results and conclusions are accurate and justifiable
Rubric for Article Critiques – 10 Points

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Completed Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Purpose and aims of article</td>
</tr>
<tr>
<td></td>
<td>Statement of the Problem</td>
</tr>
<tr>
<td></td>
<td>Discusses how results lead to conclusions</td>
</tr>
<tr>
<td></td>
<td>II. Review of the Literature</td>
</tr>
<tr>
<td></td>
<td>III. Methods</td>
</tr>
<tr>
<td></td>
<td>IV. Results and Discussion/Conclusions</td>
</tr>
<tr>
<td></td>
<td>TOTAL SCORE</td>
</tr>
</tbody>
</table>

Comments:
Conference Proposal:
Conference Proposal Submission

Conference Presentation Proposal (10 points)
You will become familiar with a number of professional organizations and annual conferences that pertain to your area(s) of expertise. You will write a conference proposal that you will officially submit. This may be a local, state, national, or international conference. The purpose of this assignment is to get you acquainted with the larger professional community so that you will be well on your way to becoming an effective teacher leader. Naturally, your grade is not pending acceptance of the proposal.

Attend a Conference: Texas Association for the Improvement of Reading or volunteer (10 Points)

Assessments:
Effects on Student Learning
You will be required to complete three major components of your literacy practicum.

1). Observation: You will be required to conduct 3 teacher observations (30 points) with a neighboring teacher in your building. Teacher must sign all 3 observation form or notes.

2). Assessments: Learner Characteristics, Interest Assessments, DRA or IRI Assessments (30 points)

3). Profile Practicum Report: Summarize your entire experience incorporating the 3 teacher observations, assessment data, teaching and tutoring session with student(s). (30 points)

Part 1: 3 Observations

1) Describe what happened in this class session. What was done by the teacher and/or the students? What teaching methods did you observe? How effective were these activities and methods in achieving the goal or student outcome that the teacher had set out for this class session? Explain.

2) What “worked” particularly well during this class session? Were there any small-group activities, assignments, or teaching strategies?

3) Was there a point during this class session when the teacher “lost” student attention? If so, what do you think caused it? How did the teacher react, what did he/she do to regain student attention? Were the teacher’s efforts in this regard effective?

4) How did the physical surroundings or environment of the class session affect the learning experience, if at all? (For example, the temperature or set up of the classroom, the time of day, number of students in the class, outside noise, lighting, problems with equipment or technology such as VCR, COW, etc.)
5) What questions do you have for the teacher you observed in terms of expansion of particularly effective teaching strategies, improvement of teaching strategies that did or didn’t work well, solving problems you observed, etc.?

6) Other comments or observations:

**Part 2: Learner Characteristics, Interest Assessments, DRA or IRI Assessments**

**Informal Reading Inventory (IRI) 30 points**

The IRI is a diagnostic test that is administered individually to a student. It measures word recognition as well as comprehension. Beyond this, it reveals strengths and weaknesses and informs instruction.

The purpose of an Informal Reading Inventory (IRI) is to provide greater insight into a student's reading level. It does not provide a specific diagnosis; rather, it provides the "normal" classroom teacher greater understanding of a child's abilities, which in turn may lead to more accurate instruction.

**The following information/components need to be included:**

**I. Learner Characteristics:** Provide background information on the student's past and present academic experiences, as well as other information on physical, cultural, linguistic or psychological aspects of the student, which should be considered when designing and implementing instructional for this student.

A. **Physical:** Address the student's general health. Include information on vision, hearing, and language development.

B. **Cultural:** Address the student's linguistic and cultural background in areas that affect learning (language spoken in the home, ages of siblings, the nature of how literacy is modeled in the home environment).

C. **Psychological:** Address pertinent psychological aspects of the student that affect school performance (general interests, the student’s perceptions about school, reading, writing, motivation and level of engagement in academic tasks).

D. **Educational:** Address the student's educational history. Has the student been retained? Has the student in the past or does the student currently receive special services? How long has the student been in this school? Summarize data with regard to present and past educational contexts. Include a discussion of the instructional approaches the student has experienced in literacy instruction. Include information on the tasks, texts, social contexts and techniques that have been used with the student.

E. **Interest inventory.** Select an interest inventory online and administer to your students (no more than 3 students)

   www.gvsd.org/cms/lib02/.../3461|StudentInterestInventory|doc-sample

**II. Assessment Summary:** Summarize each informal assessment and standardized test you have administered.

Describe the testing environment, give a brief description of the test, and summarize the results. Give a thorough analysis of the results. Note that the * items are the required core. You will make decisions on the use of additional assessments (formal, informal, technology based) based upon the analysis of the results of the core items.

A. *Attitude/Interest Survey*
B. *Informal Assessments
*IRI (prior knowledge, decoding, comprehension, metacognition, fluency)
*Writing Samples
*Spelling
Phonemic Awareness
Phonics
Sight Words
Structural Analysis
Vocabulary
Emergent Literacy Learners
C. *Formal Assessments (choose one) or explain your teacher made assessments
PPVT
Woodcock Reading Mastery Test
Select/create and implement appropriate pre-assessments that provides information needed to plan instruction that results in student learning.
Analyze pre-assessment results prior to implementing instruction.
Continually analyze formative assessment data
Use information from pre-assessments, formative assessments, and post-assessments to document positive effects on student learning.
III. Student Profile: Identify proficiencies and areas of difficulties that reflect the analysis of assessment results and learner characteristics.
IV. Instructional Goals
Establish appropriate goals for students based upon analysis of assessments and learner characteristics
V. Tutoring Log – Lesson Plans 10 at least
Use pre-assessment information and knowledge about differing background knowledge and learning needs to plan/modify instruction
VI. Tutoring Log – Assessment Procedures 10 at least
Use appropriate formative assessments that provide significant information about the extent to which the tutee is achieving instructional goals.
IRI Requirements

This assignment is due __________
You need to turn in:

- Word List: Scored summary report-
  Secondary
    - [Link](http://specialed.spps.org/sites/fc868fe7-9c90-4bf3-acf0-17baf5d1a572/uploads/Informal_Reading_Inventory_Procedures_Manual_Secondary.pdf)
  Elementary
    - [Link](http://gemini.es.brevard.k12.fl.us/sheppard/reading/dolch.html)

- IRI: summary chart
- Interpretive summary
  - Use the questions on page 8 to guide your writing of the interpretive summary. Be sure to support your written responses with examples from the reading assessments. As always, edit your work for grammar, punctuation, usage and spelling errors.
  - List of books for independent and instructional reading levels

- Recommendations!

For the Word List, you will need to use the Dolch for elementary and use the pdf link for secondary.

For the IRI assignment, the best possible situation is for you to:

- Use a stopwatch
- Use a tape recorder
- Work with a partner who will keep the time for you and mark the oral reading and comprehension questions; then, you can compare your oral reading markings and scoring of comprehension questions.
- You will need the reading passages, a stop watch or wrist watch, answer sheets.

If you work with a partner, you will each have to do your own assessment. That is, each of you will have to work with a child, not the same child.

Completion of Reading Assessment

Here’s what you need to do:

1. Administer a word list and an informal reading inventory with a student. You will have the child read lists of graded words and then 3-4 passages and answer some questions about each passage.

2. Find out from the child’s parent what level the student is reading on to compare your results. For example, a third grader may be reading at the second grade level, or at the third grade level, or at a higher level.

3. Meet with the student in a quiet place.
• You might start off by asking the student to tell you about what she’s reading or if she likes to read.
• Explain to the student that you are going to ask her to read a list of words. The student is to say the word (while you write down what she says only if she misses the word). Start with the pp list to practice the technique. Go through the lists until the child misses half or more.
• Once the word list is complete, explain to the child that she will read a few short passages and then answer some questions about them.

4. Select a passage one level below the level recommended by the teacher, or a level below the instructional level indicated by the word list results. That’s where you will start.
5. Have the student read aloud.

7. As soon as the student begins reading, start your stop watch. As soon as the student reads the last word, stop the stop watch.

8. While the student is reading, mark any errors:

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution or mispronunciation</td>
<td>the train</td>
</tr>
<tr>
<td>(Note: Count proper name mispronunciation only 1 time!)</td>
<td></td>
</tr>
<tr>
<td>Omissions</td>
<td>in the water</td>
</tr>
<tr>
<td>Insertions</td>
<td>the puppy</td>
</tr>
<tr>
<td>Self-Correction</td>
<td>a fine day</td>
</tr>
<tr>
<td>Help from teacher</td>
<td>impossible task</td>
</tr>
<tr>
<td>Skipped lines (Count as 1 error)</td>
<td></td>
</tr>
</tbody>
</table>

The tape-recording will allow you to listen more carefully several times to carefully score the passages.

9. If the student reads well—good rate and accuracy—go on to the next passage. If student reads haltingly, has difficulty pronouncing words, or answering comprehension questions, do not go on to another level. For example, if the student takes a long time to read, makes a lot of mistakes and misses most of the comprehension questions, there is no need to go any further. Use your criteria information to guide you.

10. Thank the student at the end of the session.

11. Calculate rate, accuracy, and comprehension, and record findings on the summary sheet.
To calculate instructional level based on word flash:

Find the grade level where the student scored below 50%. Go to the score before (where the student scored 80% or better). That is the instructional reading level as indicated by the word list.

IRI Assessment Materials by Grade Level (From Woods & Moe, 1980)

<table>
<thead>
<tr>
<th>Reading level</th>
<th>Passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primer</td>
<td>Pat Sat by the Tree</td>
</tr>
<tr>
<td>First grade</td>
<td>Lost Baby Turtle</td>
</tr>
<tr>
<td>Second grade</td>
<td>Look Out!</td>
</tr>
<tr>
<td>Third grade</td>
<td>Mark and Boxer</td>
</tr>
<tr>
<td>Fourth grade</td>
<td>Incredible Journey</td>
</tr>
<tr>
<td>Fifth grade</td>
<td>Sheila Young</td>
</tr>
<tr>
<td>Sixth grade</td>
<td>Garrett Morgan</td>
</tr>
</tbody>
</table>

To calculate reading rate:

(Number of words in passage x 60)/student’s reading time in seconds

For example, if student read “Mark and Boxer” in 1 minute 10 seconds (70 seconds):

143 x 60 = 8580/70 = 123 words per minute (rate)

To calculate reading accuracy:

(Number of words in passage – errors)/number of words in passage

For example, if student made 6 errors while reading “Mark and Boxer”:

143 – 6 = 137/143 = 96 % accuracy

To calculate comprehension:
Score each comprehension question as correct or partially correct. When you have scored them all, total the number correct and divide by the number possible—this will give you the percentage correct. For example, a student scores 4 out of 6 questions. Divide 4 by 6 and you get 67% (rounding up) correct.
IRI Summary Sheet

Student’s Initials ______ Investigator: _____________________________ (your name)

Grade: _______ Reading level recommended by teacher: ______________

Instructional Reading Level (Flash) ______ Date of assessment: ______

<table>
<thead>
<tr>
<th>Passage/Grade Level</th>
<th>Rate (WPM)</th>
<th>Accuracy (%)</th>
<th>Comprehension (%)</th>
<th>Spelling (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average End-of-Year Oral Reading Rates (Expected Range)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Words per minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>45-85</td>
</tr>
<tr>
<td>2nd</td>
<td>80-120</td>
</tr>
<tr>
<td>3rd</td>
<td>95-135</td>
</tr>
<tr>
<td>4th</td>
<td>110-150</td>
</tr>
<tr>
<td>5th</td>
<td>125-155</td>
</tr>
<tr>
<td>6th</td>
<td>135-160</td>
</tr>
<tr>
<td>7th</td>
<td>145-160</td>
</tr>
</tbody>
</table>

Reading Accuracy

Independent Level 98-100%
Instruction Level 95-97%
Gray Area (Low) 90-94%
Frustration Level Below 90%

*Note: 90-94% accuracy is marginal; take a close look at Rate.
Comprehension: Did the students understand the gist of the story? Below 50% is Frustration.

Based on the assessment scores, I think ___________’s (student’s name)

Independent reading level is___________________

Instructional reading level is___________________. 
Interpretation of Reading Assessment

Write an interpretive summary of the reading assessment using the following questions as a guide:

**Student Background:**
1. What grade is the student in?
2. Is the student reading on grade level?
3. Describe the student’s home situation.
4. What is the student’s favorite subject in school?
5. Has the student ever failed a grade?

**Reading Assessment Summary**
6. What level is the student comfortable reading?
7. What level seems to be too difficult for the student to read?
8. What seemed to make a passage difficult for the student to read?
9. What do you notice about the student’s reading rate as the passages become more difficult?
10. What do you notice about the student’s accuracy as the passages become more difficult?
11. What is the student’s instructional grade level for reading accuracy? That is, at what grade level did the student read 95-97% of the words correctly? What is the relationship of this score with the word list score?
12. What is the student’s reading rate at the IRI instructional level for accuracy? Is this rate above or below the expected rate at that grade level?
13. What grade level books would this student be able to read independently?
14. Provide a Parent Resource or Reference Section!

**Application of Reading Assessment**

Use the leveled books resources on our class Web site to find lists of grade appropriate texts.
[http://home.comcast.net/%7Engiansante/](http://home.comcast.net/%7Engiansante/)
Each of the required components for the IRI is outline below:

Name:

<table>
<thead>
<tr>
<th>Required Component</th>
<th>Possible Points</th>
<th>Actual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual running record is included and is appropriate for targeted age; it reflects appropriate use of notation symbols; it reveals implementation and is free of grammatical/mechanical errors</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Introductory Remarks section introduces the current assessment and introduces child being tested with reading and interest inventory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Report &amp; Evaluation section provides statistics for child being tested: name, date of birth, chronological age, grade, date of examination, date of report, name of examiner</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Background Information section provides supporting information about child being tested</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Summary of the Results section is 1 to 3 paragraphs in length; it discusses the findings of the assessment with consideration given to the following questions: what strengths &amp; areas of need were found? What reading level is the child performing on? What type of miscues was identified? What is the accuracy, error, and self-correction rates? *May be presented in a chart.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Implications for Instruction section is 1 to 2 paragraphs in length; it discusses at least 2 implications for instruction based on findings</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Strong editing skills for report have been implemented; it is free of both grammatical and mechanical errors</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total points possible and actual score</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
Part 3: Profile Practicum Report

VIII. Reflections on Teaching and Student Learning
Describe the practices that you most frequently utilized in your instruction. What research evidence supports the use of those practices?
Examine the goals that you identified for the student you worked with. With which learning goal was your student most successful? What practices did you utilize that contributed to this growth? With which learning goal was your student least successful? What aspects of your teaching practices might have influenced the limited achievement of this goal? What would you change about your practice in the future to improve the student’s performance?

SPECIAL NOTE
Texas Southern University maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act 1990 and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities
2. Protect the confidentiality and privacy of students with disabilities
3. Provide reasonable accommodations and services to students with known Disabilities, who are qualified to meet the requirements of the academic program, apart from their disability

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Disabled Students Services at 713-313-4210 or visit the office located in the Fairchild Building Room 147 between the hours of 8:00 A.M. – 5:00 P.M. Monday through Friday.
Acknowledgement Form

By signing this section, I agree to abide by the guidelines and requirements set forth in the syllabus. The syllabus for RDG 888 has been received and explained to me. I also understand that my presence during each class session is required and all quizzes, tests, etc. must be taken on the date specified. No makeup work will be given for failure to comply with due dates. All online activities, quizzes, tests, etc. will be accessed before 8:00 P.M. on the scheduled date. I also understand that failure to complete an activity, quiz, test, etc. online during the specified time, once disabled it cannot be enabled by the instructor; therefore, I will not receive credit for the assignment, quiz, activity, test, etc.

____________________________
Signature

____________________________
Date