



**College of Education  
Course Syllabus  
Winter 2023**

**Number of Course:** ED 592

**Name of Course:** Assessment for Intervention (Dyslexia Concentration, Course 3)

**Catalog Description:** This course covers identification and use of effective assessment for all students including those with dyslexia. The purposes, psychometric properties, and administration of various assessments will be covered. Students will also be able to identify effective tools and procedures for assessment in addition to interpreting data to design interventions.

**Credit Hours:** 3

**Instructor:**

Dr. Ronda Fritz

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**Office Hours (virtual or in-person) by appointment with at least 24 hours' notice @**  
<https://fritz-education.youcanbook.me>  
**(Links to an external site.)**

**Time and place of the course:** Courses in the reading endorsement and dyslexia concentration are delivered fully online (asynchronous) and administered through the EOU Canvas Learning Management System.

**Required Texts or Suggested Materials:**

Hosp, Hosp, and Howell (2016). *The ABCs of CBM: A practical guide to curriculum-based measurement*. Guilford Press. ISBN 9781462524662

Additional readings provided.

**Prerequisites:** ED 590, ED 591

## **Learning Outcomes:**

Upon successful completion of this course, candidates will be able to:

1. Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
2. Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).
3. Interpret basic statistics commonly utilized in formal and informal assessment.
4. Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
5. Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
6. Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
7. Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
8. Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

## **Course Requirements:**

### **Readings & Discussions**

Students will read a selection of current and relevant articles and texts related to course content and write reflections, compose written and/or video discussion posts, and complete other activities relating the content to their current context and experiences.

### **Assessment Review (DUE Week 4)**

Students will review a clinical diagnostic reading assessment from the list provided. The results of the review will be written up in a short paper done in outline form, (2-3 pages) responding to the prompts listed below. You will submit your outline to the instructor for review on Canvas within a discussion board to give all classmates access to the assessment information. The final exam will include questions about a variety of different reading assessments from this project so be sure to read your classmates' reviews in the final discussion board.

Directions:

1. Read Chapter 2 by Natalie Rathvon. This chapter outlines the review process you will engage in and provides criteria for critiquing the assessment
2. Select a diagnostic reading assessment for review (Note: If you do not have access to any of the tests on the list or you are interested in reviewing a test that is not included on the list, please contact the instructor.
3. Review your assigned diagnostic reading assessment – you will need to review the assessment materials and the technical manual for the assessment
4. Write up the review in a short paper in outline form (1-2 pages) responding to the

prompts (see syllabus) using the Rathvon criteria.

5. Submit the paper through Canvas

6. In week 5 you will post your revised Test Review outline in a discussion board and read reports of your peers to familiarize yourself with the different reading assessments (this will be tested on the final exam).

Include the following in your 1-2 page outline review/critique

#### Test Overview

- Name of the test and publisher
- Type of test– (e.g., norm-referenced/criterion referenced; diagnostic/screener)
- Purported areas of measurement and use - briefly summarize what the test is intended to measure and how the publishers/developers say the results may be used/what type of decisions can be made based on information gathered from the test.
- For whom the test is meant (i.e., certain age groups, etc.).
- Length of time to administer – approximate duration for administration
- Tasks– briefly summarize the general procedures for the assessment. This may include the number of subtests and format for the test (e.g., examiner uses a test book, students have a writing booklet).

#### Scores and Interpretation of Scores

- Types of scores reported – provide information about the types of scores derived from the test including overall scores and subtests (e.g., Broad Reading scores and then the following subtests: phonological processing, word recognition, etc.).
- Discuss which scores from the test would be most useful in designing interventions.

Technical Adequacy – DON'T FORGET you must use Rathvon Chapter 2 reading to understand and report this information.

- Reliability – briefly summarize information about reliability of the test.
  - a. How did they measure reliability (e.g., inter-rater; internal consistency, etc.)?
  - b. What were the ranges of reliability scores?
  - c. According to Rathvon, is this adequate for the purpose of the test as stated by the test authors?
- Validity – briefly summarize information about validity of the test.
  - a. How did they measure validity (e.g., face/content validity, expert panel, criterion validity, predictive validity)?
  - b. What were the ranges of scores?
  - c. According to Rathvon, is this adequate?
- Usability – comment on the usability of this test. Comment on characteristics related to test construction, cost, administration, links to intervention, etc.
- Test norms and their adequacy– briefly summarize information about the test norms. Be sure to include information about the characteristics of the norming sample, when the norms were developed, and how the norming information was gathered. Comment on how adequate/representative you think the norms are for interpreting scores and making decisions for students.

Tests for Review:

AGS Expressive Vocabulary

TORC

TOWRE

TILLS

Woodcock Johnson Reading Mastery

CTOPP-2

Peabody Picture Vocabulary

Test of Preschool Early Literacy Skill

GORT 5

LAC

TOPEL

\*Others with permission of instructor

### **MTSS Persuasive Letter (DUE Week 6)**

The MTSS Persuasive Letter is designed to measure your ability to analyze, synthesize, and construct your own thoughts about this content. This assignment will also demonstrate your writing and formatting skills, which are essential in a graduate program. For this project you will write a 2-3 page letter, single spaced, to a school leader of your choice (principal, superintendent, board member, etc.) to persuade them to implement MTSS in their setting. You can choose if this implementation is at the preschool, primary, elementary, or secondary levels or even across K-12.

You must use the relevant assigned required readings from course content. You must have at least 4 different references in your letter.

The following information must be included (not necessarily in this order):

● The letter must clearly state:

1. Who you are—your credentials and why they should listen to you on this topic
2. Who you are addressing—name and title
3. What you are suggesting—implementing MTSS at what level and in what school or schools
4. Research citations must be used to back up your ideas. Do not over use direct quotes.

● The letter must address the following topics:

1. Give a brief overview describing the three-tiered Model.
  - a. Briefly describe each tier
  - b. How does the model differ at the Preschool vs. Elementary level vs. Secondary Level? If you are addressing just one level (that is fine), clearly describe what it looks like at your level.
2. Describe how assessment is used within this model
  - a. Three assessment functions that are essential
  - b. How students move between tiers based on assessment results
3. Your reasoning for why this should be done

Your paper will be measured based on the MTSS Letter Rubric. It is due in Week 6 and

is worth 20 points.

### **Case Study Projects**

The purpose of these assignment are to demonstrate understanding of administration and scoring of intervention-based reading assessments and intervention design with students in grades K-2; and 3rd -12th students. Two case studies will be conducted, one from each of the two grade bands.

Directions: Students will administer different intervention-based diagnostic assessments (discussed in class) to two different students. The assessment results will then be scored, analyzed, and reported in an intervention report. For the report, you will be describing the assessment procedures you have used with your student, reporting results of the testing, summarizing the meaning of the results, and providing recommendations for next steps. Permission from school/site supervisor is required for this assignment (see Case Study Permission Form).

For this project as a whole, students must turn in:

- 1.) Two complete case study reports (see below)—each worth 15 points (30 total points)

For each of the individual case studies (two total, two different grade bands) the following must be turned in:

- a. The assessment results (score sheets) of the student without the student's name. At least two diagnostic assessments (beyond the screening measures should be used within each case study. Assessments are chosen based on the child's age and reading concerns.
- b. An Intervention Report.
- c. Case Study Permission form.

\*Please be sure to keep all identifying information about the student confidential.

### **Case Study 1 (K-2) (DUE Week 7)**

For the first case, you must use DIBELS 8 as the screening assessment to help you determine which diagnostic assessments you will use. All measures typically used for benchmark screening at the student's grade and time of year should be given, including the MAZE if the student is in 2nd grade.

### **Case Study 2 (3-12) (DUE Finals Week)**

For the other case, you may use DIBELS 8 (including MAZE) or select a different valid and reliable screening assessment already in use at your school(e.g., easyCBM). If you are studying a student in grades 9-12, you may use the 8th grade DIBELS 8 measures, just remember that you will not be able to use the data for grade level comparisons. Another option for those above 8th grade is to obtain and analyze the student's last Smarter Balanced data and analyze that to make decisions on further diagnostics.

For both cases, diagnostic reading assessments should be selected based on

assessment questions and the results of screening, and should include at least two more assessments from the list below (assessments linked here and available in Canvas assignment, Week 7)

- [CORE Phonics Survey](#)
- [The PAST test](#)
- [Spelling Inventory](#) (available in Canvas)
- [RIOT Approach](#)
- [CORE Vocabulary Assessment](#)
- [CORE Maze Informal Reading Inventory](#) (not necessary if DIBELS 8 MAZE was used initially)
- [CBM Writing](#)
  - [Scoring Writing Probes](#)

The case studies prepare students for success in ED 593, where you will use multiple assessments in the first weeks of the course. Knowing how to conduct assessments, plan instruction, and monitor progress are key outcomes expected upon completion of ED 593. Intervention Report--Headings to include in your report for this assignment:

1. Brief description of the student and instructional context—Real names should not be used.
  - a. Child: Age, grade, gender, disability status
  - b. Instructional Context: type of school, services received.
  - c. Referral concern (why this child was chosen for assessment)
2. Assessment strategies & results
  - a. List each type of assessment concern
  - d. Assessment question (e.g., observations, Acadience Reading, Phonics Inventory, Spelling Inventory, etc.) and briefly describe the measure(s) and the purpose of the measure(s). What assessment questions are you answering with each assessment? Why did you choose these measures for this student?
  - b. Report results for the student in relation to the benchmarks/criterion for grade level and/or peer data (but do not summarize meaning/interpretation of results here).
  - c. Attach your scoring form for each assessment used.
3. Summarization of Results & Next Steps
  - a. Briefly discuss what the results of the assessment mean/interpretation of results
    - i. Include the targeted concern/general area of reading concern (assessment question(s) and how you determined that target
    - ii. Include observation data about student engagement & the instructional Environment
  - b. Briefly discuss next steps for this student
    - i. Include next steps for assessment if additional assessment is needed (e.g., if additional diagnostic assessment is needed, describe specifically what that assessment should entail and how it could be conducted)
    - ii. Include next steps for instruction based on the assessment data related to targeted areas of concern

iii. Progress monitoring level (which DIBELS 8 Reading measure)

**Quizzes**

There will be two or three formal quizzes that will measure understanding of course material. See Canvas modules for quiz timing.

**Grading Policies:**

Scoring guides and rubrics are provided in Canvas. *Policies on late work and resubmission of assignments are set by the instructor and will be included in the syllabus.*

**Grading Scale:**

93-100% A; 90-92.9% A-; 87-89.9% B+ 83-86.9% B; 80-82.9% B-; 77-79.9% C+, 73-76.9% C, 70-72.9% C-; 67-69.9% D+; 63-66.9% D; 60-62.9% D-; Under 60% F

**Means of Assessment:**

Assignment	Percentage of Final Grade	Course Outcomes
Readings & Discussions	40%	1-8
Assessment Review	15%	2
Case Studies	30%	2-5
Quizzes	15%	1-8

**Brief Outline of Course:**

This course is an online course administered via Canvas.

Weekly Topic	Readings, Activities	Assignments
<p>Week 1: The MTSS Model</p>	<p>Torgesen, J.K. (2002). The prevention of reading difficulties. <i>Journal of School Psychology</i>, 40, 7 – 26.</p> <p>Understood.org MTSS:  <a href="https://www.understood.org/articles/en/mtss-what-you-need-to-know">https://www.understood.org/articles/en/mtss-what-you-need-to-know</a></p> <p>Hollman et al. (2021). MTSS in early childhood</p> <p>Burns, M.K., Sarlo, R., &amp; Pettersson, H. (e.d.), Response to Intervention for Literacy in Secondary Schools.  <a href="http://www.rtinetwork.org/learn/rti-in-secondary-schools/response-to-intervention-in-secondary-schools">http://www.rtinetwork.org/learn/rti-in-secondary-schools/response-to-intervention-in-secondary-schools</a></p>	<p>Torgesen article due Thurs., Jan. 12 @ 11:59 p.m.</p> <p>Understood, Hollman, Burns synthesis DUE Sun. Jan. 15 @ 11:59 p.m.</p>
<p>Week 2: Types, purposes, and psychometric properties of reading assessments</p>	<p>Farrall, M.L. (2012). <i>Reading assessment: Linking language, literacy and cognition</i>. Wiley.: Chapters 5 &amp; 6</p>	<p>Farrall Chapters &amp; Assignment DUE Thurs. Jan. 19 @ 11:59 p.m.</p> <p>Quiz #1 DUE Sun. Jan. 22 @ 11:59 p.m.</p>
<p>Week 3: Universal Screening</p>	<p>Fuchs, L., Fuchs, D., Hosp, M. &amp; Jenkins, J. (2001). Oral Reading Fluency as an Indicator of Reading Competence. <i>Scientific Studies of Reading</i> 5(3) 239 – 256.</p> <p>Ch. 1--The ABCs of CBM</p> <p>DIBELS 8 Training, Part I</p>	<p>Fuchs article via Perusal DUE Thurs., Jan. 26 @ 11:59 p.m.</p> <p>Ch. 1 ABCs assignment DUE Thurs., Jan. 26 @ 11:59 p.m.</p> <p>Part I DIBELS 8 Training DUE Sun., Jan. 29 @11:59 p.m.</p>
<p>Week 4: Interpreting</p>	<p>Ch. 2 &amp; 3--The ABCs of CBM</p>	<p>Chs. 2 &amp; 3 QUIZ (Quiz #2)--The ABCs of CBM</p>



<p>Screening Data &amp; Planning Instruction</p>	<p>DIBELS 8 Training, Part 2</p> <p>Rathvon, N. (2004). Early reading assessment: A practitioner's handbook. Guilford: Chapter 2</p>	<p>DUE Thurs. Feb. 2</p> <p>DIBELS 8 Training, Part 2 DUE Feb. 2 @ 11:59 p.m.</p> <p>Test Review Project DUE Feb. 5 @ 11:59 p.m.</p>
<p>Week 5: Interpreting Screening Data &amp; Planning Instruction (cont.)</p>	<p>Ch. 4--The ABCs of CBM</p> <p>Ch. 10--The ABCs of CBM</p> <p>DIBELS 8 Training, Part 3</p> <p>POST REVISED TEST REVIEWS</p>	<p>Ch. 4 DUE Feb. 9</p> <p>Ch. 10 DUE Feb. 12</p> <p>DIBELS 8, Part 3 DUE Feb. 12</p> <p>Post revised test reviews by Feb. 12</p>
<p>Week 6: Diagnostic Assessment at Tier 2</p>	<p>Farrall, M.L. (2012). Reading Assessment: Linking language, literacy and cognition: Chapter 4</p> <p>Ch. 11--The ABCs of CBM</p>	<p>Farrall &amp; Ch. 11 DUE Feb. 16</p> <p>MTSS Persuasive Letter DUE Feb. 19</p>
<p>Week 7: Assessment at Tier 3</p>	<p>Reschly, D.J. (2014). Response to intervention and specific learning disabilities. Topics in Language Disorders, 34, 39-58.</p> <p>Intensive Intervention (Part 1): Using DBI to Intensify Instruction:  <a href="https://iris.peabody.vanderbilt.edu/module/dbi1/#content">https://iris.peabody.vanderbilt.edu/module/dbi1/#content</a></p>	<p>Reschly &amp; IRIS Module DUE Feb. 23</p> <p>Case Study #1 DUE Sunday, Feb. 26 @ 11:59 p.m.</p>
<p>Week 8: Assessment at Tier 3 (cont.)</p>	<p>Intensive Intervention (Part 2): Collecting and Analyzing Data for DBI:  <a href="https://iris.peabody.vanderbilt.edu/module/dbi2/">https://iris.peabody.vanderbilt.edu/module/dbi2/</a></p> <p>Case study activity (RTI: Data-Based Decision</p>	<p>IRIS Module DUE Mar. 2</p> <p>Case Study Activity DUE Mar. 5</p>

	Making: <a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtidm.pdf">https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtidm.pdf</a>	
Week 9: Disability Determination in MTSS	Torgesen, J. K., Foorman, B. R., Wagner, R. K. (2007). Dyslexia: A brief for educators, parents, and legislators in Florida. Florida Center for Reading Research Technical Report #8.  Smith, S.L. et al. (2010)Applying RTI to intervention framework	Torgesen et al. DUE Mar. 9  Smith et al. DUE Mar. 12  Quiz #3 DUE Sunday, March 12 @ 11:59 p.m.
Week 10: Disability Determination in MTSS (cont.)	Miciak, J. & Fletcher, J. M. (2020). The critical role of instructional response for identifying dyslexia and other learning disabilities. Journal of Learning Disabilities, 53(5) 343-353.  Jack Fletcher keynote 2020 PaTTaN Literacy Symposium: <a href="https://www.youtube.com/watch?v=1mESgStVpoc&amp;t=2s">https://www.youtube.com/watch?v=1mESgStVpoc&amp;t=2s</a>	Miciak & Fletcher DUE March 16  Fletcher Keynote DUE March 19
Finals Week		Case Study #2 DUE March 22 (Wednesday of Finals Week)

**General Education Category and Outcomes:** N/A

**University Writing Requirement Outcomes:** N/A

Writing Center Statement:

***For graduate courses***

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any graduate course. Go to [EOU's eTutoring page](#) to submit a paper to a writing tutor. Click on [Graduate Students How To](#) for information about tagging your submission.

**Academic Misconduct Policy:**

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these. (Please see the Student Handbook online at <http://www.eou.edu/sse/student-handbook/>).

**Accommodations/Students with Disabilities policy:**

Any student who feels he or she may need an accommodation for any type of disability, must contact the Disability Services Office in Loso Hall, Room 234. Phone: 541-962-3081.

**Syllabus Prepared By:** Ronda Fritz

**Date:** Winter 2022