



BAKER COLLEGE

STUDENT LEARNING OUTCOMES

EDU4290 Reading Assessment
3 Semester Hours

Student Learning Outcomes and Enabling Objectives

1. Identify the fundamental and developmental aspects of literacy in order to effectively implement reading strategies in the classroom. (InTASC: 5, 7, 8)
 - a. Define the analytic process.
 - b. Discuss the various steps within the analytic process.
 - c. Describe the analytic teacher.
 - d. Determine the teacher's role in the analytic process.
 - e. Discuss factors with potential influences on reading development/process.

 2. Evaluate a variety of assessment tools to diagnose reading disabilities or difficulties in elementary or secondary students. (InTASC: 6, 7)
 - a. Conduct a variety of reading assessments to diagnose potential reading difficulties or disabilities.
 - b. Analyze assessment data for use in planning instructional activities and determine individual needs of students which inform necessary and appropriate accommodations for students.
 - c. Conduct assessments with a certification level learner.
 - d. Determine an intervention plan using the assessment data.
 - e. Reflect on the experience of conducting assessments and determining next steps.

 3. Discover methods of differentiated instruction in implementing reading strategies with elementary and secondary students. (InTASC: 8)
 - a. Select reading strategies to address reading issues discovered from assessment data
 - b. Synthesize literacy knowledge and practice. (InTASC: 6, 7, 8)
 - c. Select assessment data and results from a larger amount of data for the purpose of demonstrating the current level of reading.
 - d. Devise a plan of intervention for a student based on his/her current level of reading performance as determined by assessment data.
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These SLOs are not approved for experiential credit.

Effective: Fall 2017