Diagnosis and Remediation of Reading Difficulties (EDU 511)

Study Guide

Motivating Students to Read

Types of reading assignments used to assess attitude, motivation and interest Which assessment(s) did you use with your tutee? What were some of the results?

What are some of the strategies which can be used to motivate children to read?

Describe the progress chart you have or will prepare to use with your tutee.

Define "cushioning."

What is meant by reluctant or alliterate readers?

What are two types of motivation? Give an example of each type. Describe an example of each type you have or will use with your tutee.

Involving Parent to Improve Reading

Describe a strategy in which you could or will use with your tutee for each of the following behaviors.

The student has few experiences with books.

Publishing student writing

The student does not know word-solving skills.

The student does not read fluently.

The student does not understand what is read.

The student is not motivated to read.

The student does little or no reading outside of school.

Parents monitoring the student's schoolwork at home

Parents helping their child understand the connection between school and home literacies

What is "echo reading?"

Standardized Tests That Can Be Used in the Reading Improvement Program

Definition of standardized test

Interpretation of the following expression of results by supplying a definition, example, and interpretation of each:

Grade Equivalent
Percentile
Stanine
Normal Curve Equivalent

Scaled Scores

Intelligence Tests

Purpose

Types

Achievement Tests

Types

Examples

Diagnostic Test

Definition

Example

Criterion-referenced Test

Definition

Construction

Scoring

Interpretation

Oral Reading Test

Purpose

Example

Construction

Procedure

Listening Comprehension Test

Purpose

Construction

Procedure

What are at least two measures to determine learning capacity or potential?

Prediction Test

Purpose

Example

Define the three reading accuracy levels.

Define and identify examples of the components in a balanced reading program.

Define and identify examples of the following:

Alphabetic Principle

Blends

Blending

Cloze

Consonants

Vowels

Concept of Word

Digraph

Diphthong

Elkonin Blocks

Emergent Literacy

Fluency

Grapheme

Onset

Phoneme

Phonemic Awareness

Phonics

Rimes

Sight Words

R-controlled vowels

Word Attack

Phonological awareness

Auditory discrimination

Visual discrimination

Segmentation

Informal Assessments

Cloze Procedure

Definition

Construction

Administration

Grading

Interpretation

Assessments

Definition of reading (according to Anderson et. Al, 1985)

Two broad purposes of assessment

Type and purpose of assessments under each purpose

DIBELS

What is it?

What are benchmarks?

Two purposes

Uses

Measures