

READ 3430 – Reading Assessment and Teaching Young Children
Fall 2006 – Gwinnett Tuesdays 5:00-7:45pm in A1340
Dr. Michelle Commeyras, 309 Aderhold Hall, 542-4621, michelle@coe.uga.edu Assisted by Ms. Hu Ran

Course Description: *The purpose of this course is to provide special education education majors with information and experiences that will enable them to utilize formal and informal methods for assessing children’s reading ability and planning instruction.*

Professionalism: Attendance, punctuality, preparedness, participation, and collegiality all contribute to being viewed as a professional. Successful class sessions depend on thoughtful and careful reading, attentive listening a willingness to participate in discussion and activities. Being collegial means sharing your ideas and showing respect for other people’s thinking. Whenever possible find ways to be helpful to members of the class (that includes the instructor). Let us concentrate on encouraging and supporting one another as we each work to do our best as educators. Remember also that as a student at The University of Georgia you are bound and protected by the policies and practices of academic honesty specified in the booklet titled A Culture of Honesty. http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Attendance Record: Keep your own record of attendance. Note what time you arrive for class. If you need to miss class due to illness or an emergency please leave a message at 706-542-4621 or send an email to pulane@uga.edu. Also take note that the Undergraduate Bulletin states “a student who incurs an excessive number of absences may be withdrawn from the class at the discretion of the professor.” Turn in your attendance record on Tuesday October 24, 2006 and on Tuesday December 5, 2006

Homework: The homework involves administering, analyzing and writing about assessments. You may be able to complete all the assessment activities with the same child but you may choose to do them with different children. That will be your decision. It is very important that these activities be completed before the next class session because you will need to use the results of the assessments to complete activities during class sessions. **Homework Activity Assignments will be given in class and posted on WEBCT.**

Course Text: Linking reading assessment to instruction: An application worktext for elementary classroom teachers (Fourth Edition) by Arleen Shearer Mariotti and Susan P. Homan

Also you will need a copy of Georgia Performance Standards:
<http://www.georgiastandards.org/english.aspx>

Anticipate Schedule of Topics

- August 22: San Diego Quick Assessment & Fry/Dolch Word Lists
- August 29: Emergent Literacy Assessment
- September 5: Emergent Literacy Assessment Report
- September 12: Listening Assessment
- September 19: Retellings and Questions
- September 26: Oral Reading Assessment
- October 3: Oral Reading Assessment
- October 10: Fluency Assessment
- October 17: Silent Reading Assessment
- October 24: Midterm Exam & Attendance Sheet Due.
- October 31: Cloze Tests
- November 7: Phonics Tests
- November 14: Phonemic Awareness Tests
- November 21: Spelling
- November 28: Grouping for Instruction
- December 5: Review
- Final Exam

Grading Scheme
Homework/Class Activities=60%
Midterm = 20%
Final Exam = 20%
Attendance/Punctuality=Minus 1 pt for each absence or each day an activity assignment is late.