

THE UNIVERSITY OF GEORGIA
College of Education – Department of Language and Literacy Education
READ 3430: Reading Assessment in the Elementary School

Instructor: Nancy Edwards
314 Aderhold Hall, Office
nancyuga@bellsouth.net
Time and Location: Tuesdays, 8:10 – 12:15; Room 202 Ramsey
Office Hours: Before or after class, or by appointment

Overview of the Course

READ 3430, “Reading Assessment in the Elementary School,” is the second course in the reading sequence. It is important to note that reading, literacy and the language arts content and instruction are addressed in two other courses: ELAN 3110 and ELAN 4120. Thus, this four course block should be viewed as a unified set of courses that prepares ECE majors to teach children to develop proficiency and interest in reading, writing, oral language and children’s literature.

READ 3430 will help you to understand the principles and practices of good reading/literacy assessment in order to be able to administer and interpret several reading diagnostic instruments. Through participation in class activities, administration of assessments and tutoring, you will have the opportunity to expand your knowledge of literacy instruction.

Course Objectives

- Explore the role of the teacher as a reading/literacy instructor and assessment decision maker
- Discuss how alternative assessment as well as standardized test scores inform instructional decision making, facilitate parent/child conferences, and allow children to have a voice in reflecting upon their reading strengths and needs
- Select, administer, and interpret reading assessment instruments
- Make instructional recommendations based on assessments; tutor a child and write a formal report
- Explore how a variety of strategies and assessments can be adapted to fit individual needs
- Explore issues of culture as it relates to reading assessment

Course Requirements

1. Texts. There are two new textbooks for this course as well as a third textbook we will continue using from this past spring semester. All should be available at the University, FTX, Off Campus, and Baxter Street bookstores. Of course, you may also secure these from online retailers as well. **There is also a course pack that will soon be available at Bel-Jean containing eight articles you will need for class readings.** I will email you when it becomes available for you to purchase.

Leslie, L. & Caldwell, J. *Qualitative reading inventory-4*. New York: Longman.

McKenna, M.C. & Stahl, S.A. (2003) *Assessment for reading instruction*. New York: The Guilford Press.

Tompkins, G. E. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

2. Class Attendance. Because many of the topics and considerable content covered in the course are taught and communicated by way of class demonstrations, class activities, and class discussions, attendance is crucial for a full understanding of course material. Therefore, attendance will be a factor in computing your grade. Only one absence will be excused this semester, and only for a severe illness or personal/family emergency. For an absence to be considered excused, notify the instructor before class via email with a valid reason for missing class and be responsible for missed class information. Any unexcused absence will result in five points deducted from your grade

(from the point total, not the percentage). Missing two or more classes may be considered “an excessive number of absences” and may be subject to withdrawal from the class. (see the UGA Bulletin)

3. Readings. Each week you will be responsible for reading the required class material and be knowledgeable enough about the content to engage in class discussions in an informed manner.

4. Mid-Term Project. You will be given a take home midterm that will require demonstration and knowledge of appropriate classroom assessments and instruction. The midterm will be given to you on October 3 and will be due on October 10.

5. Field experience requirements. You have one field experience requirement and one optional opportunity to earn five bonus points.

(1.) This is required: With the mentor teacher, the intern will choose one student to tutor. Interns assigned to grades K/1 should choose an “average” reader. Interns assigned to grades 2-5 should work with a child who is having difficulty reading but is not receiving special educational services. Ongoing assessment and tutoring will be provided by the intern throughout the placement. Before the end of the Friday visits, the intern is expected to have selected a student (again with the mentor teacher’s input) and have administered an interest inventory (to be discussed in class). This should be done as a conversation with the student and not as a written task. Assessment of the child’s reading skills are to take place the first full week of the field experience. Specific assessment tools will be discussed in class, and the intern will be expected to choose the appropriate assessments for the student. On the basis of the assessments, the intern will design a daily, 30 minute tutoring program for the child to be implemented during the last three weeks of the field experience. A minimum of ten tutoring sessions are required. The tutoring sessions should support the child, include specific reading strategies and skills identified as a result of the assessments, and should fit within the context of other classroom activities. The intern is expected to keep a daily tutoring log that includes: (a) the specific, detailed daily activities and instruction; (b) a reflection critiquing how the session went, and (c) specific details on how the child is responding. This reflection should be completed as soon as the tutoring session is over.

(2.) This is optional for five bonus points: You will write a two page paper describing how two different elementary teachers at your school organize their language arts block when they are conducting individual assessments such as running records. I want to know how they organize their block of time to be able to assess their students one-on-one. While they are assessing, what are the other students doing? Be specific. One of the teachers will most likely be your mentor teacher, the second teacher can be the mentor teacher of another intern. It would be nice if you could observe that teacher, but if not, just talking about it with the intern will suffice. (it could also be a teacher that does not have an intern assigned to him/her) This is optional, but is the only extra credit that will be offered this semester.

6. Final project. As a final project, the intern will prepare a Case Study Report based upon the child they have tutored. The Case Study Report will include the following: (see Stahl & McKenna chapter 10)

1. Background information
2. Tests administered
3. Observations during testing
4. Summary and recommendations for instruction
5. Appendices (interest inventory, assessment sheets)
6. Tutoring log

If possible, I would appreciate receiving all of this in a ½ inch three ring binder (or paper folder with brads). If it won’t fit, a one inch binder is ok. This will be due to a box in the mailroom in Aderhold room 309 by 5pm on Tuesday, **December 5, 2006**. (date subject to change upon review of your other course syllabi)

7. A note on professionalism. It is important to be aware of the professional nature of the field you are entering. Parents and caregivers entrust to elementary teachers their most precious possessions—their children. As a result, teachers have a tremendous responsibility involving the care and education of the children in their classes. During the field experience, you will have opportunities to develop professional behaviors that include: (a) being prepared and timely when fulfilling all instructional responsibilities; (b) interacting with children in a warm, respectful, professional manner; (c) communicating with parents clearly, honestly, and tactfully; (d) maintaining the

confidentiality of information about students and families you teach (use first name pseudonyms, not actual names, when referring to students in class or in written materials); (e) cooperating with colleagues through planning and instruction; (f) putting forth the greatest effort possible to enable the children you teach to grow and develop intellectually, emotionally, and socially.

Additional Information

Preparation of written work. This is an upper-division university course, so you are expected to exhibit competence in your written work. In addition, given that the focus of this course is literacy teaching and learning, it is essential that you demonstrate high levels of literacy for students in current and future classrooms and in written professional communications with colleagues, administrators, and parents. Therefore, your written products in this course will be graded not only for substance in your writing (what you say—it’s clarity, depth, insight) but also with regard to the form of your written work (how you present the information stylistically). Correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will be part of the grading process.

Academic honesty. Please be aware of and comply with the UGA “Academic Honesty Policy (A Culture of Honesty)”, which can be found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

Disabilities and health-related issues. Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with the instructor as soon as possible.

UGA inclement weather policy. Please be aware of the UGA Inclement Weather Policy regarding the possible closings of the university on the main homepage www.uga.edu.

Grades

Requirements	Total Points
Participation (minus five points for each unexcused absence) <ul style="list-style-type: none"> ▪ arriving before 8:10 (two points per class) ▪ active participation in class discussions and activities (one point per class) 	30
Mid-Term Project (rubric will be given with the mid-term)	70
Final project <ul style="list-style-type: none"> ▪ Case study report including tutoring log (rubric will be given during class 7) 	100
Total possible points	200

Course grades will be determined by computing a final point total, which will be converted to a course grade as follows:

Points: A=180-200; B=160-179; C=140-159; D=120-139; F=0-119

(Percentage: A= 90-100; B=80-89; C= 70-79; D= 60-69; F= 0-59)

Calendar

Date	Topics	Readings, Activities, and Assignments Due
Class 1 August 22	Overview of course and syllabus Differentiated instruction Assessment based instruction	An * indicates the reading is from the course pack that will be available at Bel-Jean.
Class 2 August 29	Introduction to reading assessment Affective Factors/Motivation	McKenna & Stahl Chapters 1, 8 and 9
Class 3 September 5	Informal Reading Inventories Running Records	McKenna & Stahl Chapter 3 QRI-4 pages:
Class 4 September 12	Qualitative Reading Inventory-4	QRI-4 pages: *Guastello, E.F. & Lenz, C. (2005). Student accountability: Guided reading kidstations. <i>The Reading Teacher</i> , 59, 144-156.
Class 5 September 19	Emergent literacy	McKenna & Stahl Chapter 5 Tompkins: review chapter 3
Class 6 September 26	Fluency Word recognition & spelling	McKenna & Stahl Chapters 4 and 6 Tompkins: Review p. 173-182; Read p. 302-305;311-316
Class 7 October 3	Comprehension Writing a clinic report	McKenna & Stahl Chapters 7 and 10 Tompkins: Review p. 223-247; Read p. 309-311. (you will be given your mid-term project today to take home)
Class 8 October 10	Tutoring struggling readers	*Roller, C.M. (1998). So...What's a tutor to do? Newark, DE: IRA (Chapter 4, General principles of tutoring, pp. 56-72) *Valencia, S.W. & Riddle Buly, M. (2004). Behind test scores: What struggling readers really need. <i>The Reading Teacher</i> , 57, 520-531. Mid-Term Project Due
October 17	Field Placement	
October 24	Field Placement	
October 31	Field Placement	
November 7	Field Placement	
November 14	Field Placement	
Class 9 November 21	Standardized testing	*Invernizzi, M.A., Landrum, T.J., Howell, J.L. & Warley, H.P. (2005) Toward the peaceful coexistence of test developers, policy makers, and teachers in an era of accountability. <i>The Reading Teacher</i> , 58, p. 610-618. *Wilson, P., Martens, P. & Arya, P. (2005). Accountability for reading and readers: What the numbers don't tell. <i>The Reading Teacher</i> , 58, 622-631. *Helman, L.A. (2005). Using literacy assessment results to improve teaching for English-language learners. <i>The Reading Teacher</i> , 58, 668-677.

		International Reading Association. (1999). High stakes assessments in reading: A position statement of the International Reading Association. Can be downloaded: http://www.reading.org/downloads/positions/ps1035_high_stakes.pdf
Class 10 November 28	Portfolios Anecdotal records Report cards	Tompkins: pages 317-326. *Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. <i>The Reading Teacher</i> , 58, 230-239. *Afflerbach, P. (1993). Report cards and reading. <i>The Reading Teacher</i> , 46, 458-465.
Tuesday, December 5		According to the academic calendar, the University is operating a Thursday class schedule on Tuesday, Dec. 5. Therefore, we will be unable to schedule a class for this date. I will be available in my office (Aderhold) to answer any questions you may have. Final Project Due to a box in the mailroom in 309 Aderhold
Final Exam Tues., Dec. 12		Your case study is your final project for this course. I will be available during the final exam time (8-11am) to answer any questions you may have.

Please read this course outline carefully and thoroughly. Your instructor will provide an overview of the course outline information in class, but READ 3430 students are responsible for being aware of, understanding, and complying with the details of all course requirements and procedures as specified in this outline. Please ask your instructor if you are unclear about or have questions about any course requirement or procedure. Also, please note that the course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.