

Instructor: Nancy Edwards
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Time and Location: Tuesdays, 8:00-11:45; Aderhold Hall Room 102

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

REQUIREMENTS THAT DO NOT REQUIRE ANYTHING TURNED IN:

Texts. There are two new textbooks for this course as well as a third textbook we will continue to use from this past fall 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.

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.

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). Timeliness is also appreciated and rewarded. Two points will be deducted for each unexcused tardy (a tardy is not being prepared for class to begin at 8am).

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.

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.

REQUIREMENTS THAT INVOLVE A COMPLETED PRODUCT:

1. 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 4/1/08 and will be due on 4/8/08.

2. Field experience requirements. You have two field experience requirements.

Friday, Feb. 15 Observation: During your second full Friday in the classroom, I want you to be a conscientious observer taking informal notes about how much time the students in your classroom spend actually reading or being read aloud to. This may be handwritten on notebook paper and brought to class the following Tuesday (2/19). It may be written in any format that works for you, but needs to include how much time the students spent reading & what they were reading, as well as how much time the teacher spent reading aloud and what he/she was reading.

Assessment & Instruction 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 five 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. This is all submitted as item #3, Final Project, as described next.

3. 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 2:00 on

Friday, May 2. (date subject to change upon review of your other course syllabi)

4. Assessment of Reading Series This will be an in class group activity in which you will act as a committee reviewing potential reading series your school system might want to adopt. You will present your review of the reading series to the class.

5. Professional Learning Book Clubs You will select one additional book related to reading instruction to read during the course of the semester. When you read it is up to you, however, it must be completed by **April 15**. I have provided a list of books on topics you were interested in at the end of this syllabus. However, you may also choose a book not on the list that seems interesting to you as long as you get it approved by me (send me an email with the title / author of the book and I'll let you know what I think). Another option is to select 5 professional articles on the same topic (i.e. teaching reading to English Language Learners, or comprehension, or vocabulary instruction or working with struggling readers) and read them. Articles may be found in *The Reading Teacher* (journal published by the International Reading Association) or *Language Arts* (journal published by the National Council of Teachers of English). Your purpose for reading this text or texts is to answer the question: how can I incorporate this information into my teaching of reading in my classroom? We will spend time on the last two class meetings discussing our texts as a group.

Full texts of these journals articles are available free at: <http://www.libs.uga.edu/ejournals> You must print them!

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/honesty/ahpd/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 |
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| Participation (minus five points for each unexcused absence) <ul style="list-style-type: none"> ▪ arriving before 8:00 (two points per class) ▪ active participation in class discussions and activities | 30 |
| Field Experience 2/15 Observation | 15 |
| Mid-Term Project | 40 |
| Assessment of Reading Series (in class group project) | 15 |
| Professional Learning Book Clubs | 40 |
| Final project <ul style="list-style-type: none"> ▪ Case study report including tutoring log (rubric will be given during class 7) | 60 |
| 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 |
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| Class 1 January 8 | Overview of course and syllabus Differentiated instruction Assessment based instruction Motivation & Affective factors | In class: read article provided by Nancy "If they don't read much, how they ever gonna get good?" In class: read chapter 9 of McKenna & Stahl; do assessments |
| Class 2 January 15 | Introduction to reading assessment Affective Factors/Motivation | McKenna & Stahl Chapters 1 & 8 |
| Class 3 January 22 | Informal Reading Inventories Running Records | McKenna & Stahl Chapter 3 p. 51-60 QRI-4 pages: 18-30 (chapters 3 & 4) |
| Class 4 January 29 | Qualitative Reading Inventory-4 Emergent Literacy | QRI-4 pages: 46-89 and 100-120 McKenna & Stahl Chapter 5 |
| Class 5 February 5 *mytd* | Fluency Word recognition & spelling | McKenna & Stahl Chapter 4 and 6 Tompkins: review chapter 3 |
| Class 6 February 12 | Comprehension Writing a clinic report | McKenna & Stahl Chapters 7 & 10 Tompkins: Review p. 223-247 |
| Class 7 February 19 | Tutoring Struggling Readers Looking over sample lesson plans for tutoring | Chapter provided by Nancy: Roller, C.M. (1998) So...What's a tutor to do? Newark, DE: IRA (chapter 4, General principles of tutoring, pp. 56-72) Another article given to you by Nancy (TBD) Bring your observations from this past Friday to class (about how much time they spend reading and what they read) |
| Feb 25-29 | First Full Week in Field | |
| March 3-7 | Second Full Week in Field | |
| March 10-14 | Spring Break ☺ | |
| March 17-21 | Third Full Week in Field | |
| March 24-28 | Fourth Full Week in Field | |
| Class 8 April 1 | Standardized testing | McKenna & Stahl chapter 2 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 Your midterm project will go home today. |
| Class 9 April 8 | 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. |

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| | | Your midterm project is due today. |
| Class 10 April 15 | Assessing Reading Series Professional Reading Book Clubs | Professional Reading Book Clubs will begin today. You must have completed your selection by today and have the book (or articles) with you during class. |
| Class 11 April 22 | Assessing Reading Series Professional Reading Book Club | We will continue our Professional Reading Book Clubs today as well as our assessing reading series projects. Please bring your book (or articles) with you to class. |
| No Class April 29 | UNIVERSITY WIDE READING DAY. | |
| Final Exam Due Friday May 2 | | Your case study is your final project for this course. You may submit it any time before 2:00pm on Friday, May 2, to my mailbox in 309 Aderhold Hall. |

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.