

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

Instructor: Ran Hu
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Time and Location: Tuesday, 1:00 - 4:45; Aderhold Hall, Room 116
Office Hours: 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 for the ECE program. It is important to note that reading, literacy, and language arts content and instruction are addressed also in two other courses: ELAN 3110 “Children’s Literature and Oral Language, Grades P - 5,” and ELAN 4120, “Language and Literacy, Grades P – 5.” Thus, this 4-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 allows 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 language and reading

Required Text

Leslie, L. & Caldwell, J. (2006). *Qualitative reading inventory-4*. New York: Longman.

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

Please note that the course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

Course Requirements

1. Class Attendance and Punctuality. 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. Furthermore, you are also required to be punctual. Every class begins punctually at 1:00 pm. Therefore, **your final course grade will be lowered one letter grade** if you have more than one unexcused absence or you arrive at class late for three times.

2. Participation. Showing up for class isn't enough—you must actively participate in the activities and discussions. In fact, the extent to which we achieve the objectives of this course will depend on the quality of our class discussions. Quality participation involves going beyond reciting obvious facts from the readings to include such things as synthesizing material from multiple classes and/or readings and presenting alternative views and perspectives. Each student's participation will be evaluated after each class meeting.

3. Readings and WebCT group. Each week you will be responsible for reading the required class materials and post discussion messages to WebCT discussion board.

- WebCT group: This assignment requires you to work as groups (3 – 4 people). As the leading activity group, you are responsible to read the required texts thoroughly and come up with 3 discussion questions, which should be posted to WebCT **before noon on Thursdays**. *You are encouraged to read one extra source (ex. online information, journal articles, book chapters or references mentioned in the text) to help you come up with more comprehensive questions and you will get 3 bonus points if you do so. But you do not have to do it.* The discussion questions should be complex in the way that they can initiate integrative and thoughtful responses. Two points will be deducted for late postings.
- The rest of the class will respond to the 3 discussion questions and post their responses to WebCT **before midnight on Saturdays**. Your responses to the questions should be comprehensive and related to the readings and to your personal experience. You should be knowledgeable enough about the content to engage in class discussions. *Responses posted between midnight on Saturdays and 8 pm on Sundays are counted as late postings. You will get a warning for each late posting and 3 warnings will result in the deduction of 5 points from your final grade. Responses posted after 8 pm on Sundays are counted as unfinished work. Five points will be deducted from your final grade for each unfinished work.* Please inform me if you have any reasonable excuses (ex. in hospital or family emergency).
- The WebCT group should synthesize the responses carefully, come up with thought-provoking comments and critical questions, and design related activities to lead classroom discussion. *You may find that an extra source of reading could be helpful for leading classroom teaching.* Be creative about the ways you can lead and try to make the discussion alive. Please prepare a handout for all class members and the instructor. Include: (a) the names of all group members; (b) citation information; and (c) a listing of

the key points from the books and from the postings. Your presentation should be about 20 to 30 minutes. Please email the instructor about how you are going to organize the discussion **before Sunday midnight. So I can prepare my class accordingly.**

- The following rubric will be used to evaluate the leading activity group:

Category	Possible Points	Evaluation Criteria		Points Earned
Questions posted on time	2	Late 0	On time 2	
Thought-provoking discussion questions	3	Poor 0	Excellent 3	
Neatness and thoroughness of the handout	2	Poor 0	Excellent 2	
Alive classroom discussion and activity	8	Poor 0	Excellent 8	
An extra reading			Bonus 3	
TOTAL POINTS	15			

4. Team lesson plan presentation. This assignment requires small groups (3-4 students per group) to select a lesson plan from the website www.readwritethink.org related to the topic for the scheduled class. The lesson presentation may include: discussion, demonstration, or interactive participation by the entire class. Be creative! Each presentation should be approximately 20 - 30 minutes in length. Please prepare a one-page handout for all class members and the instructor. Include: (a) the names of all group members; (b) citation information; and (c) a listing of the key ideas from the lesson plan and how an ECE teacher might adapt or extend the ideas.

5. Book publishing project. This assignment requires you to engage in the writing process to produce a book that you could use in your field experience and your future teaching. Your book should include the following parts: 1) a cover page, 2) a title page, 3) a copyright page, 4) a dedication page, 5) texts and illustrations, 6) page numbers, and 7) an author's page at the back. Further details will be discussed in class.

6. Field Experience Requirement.

Option 1 - With your mentor teacher, you will choose one student to tutor. You should work with a child who is having difficulty reading but is not receiving special education services (EIP, Title I, Special Education, etc.). Ongoing assessment and tutoring will be provided by the intern throughout the placement. During one of the half-day visits, you should administer an interest inventory (to be discussed in class). **This should be done in conversation with the student and is not to be given as a written task.** Assessments 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 you will be expected to choose the appropriate assessments for the student. In addition, informal observations and checklists may be used. On the basis of the assessments, you will design a daily, 30 minute tutoring program for the child to be implemented during the last three weeks of the field experience. During the 15 days allotted for this assignment, you will

tutor on at least 5 of those days. 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. You are expected to keep a **daily tutoring log** that includes: (a) lesson plans for the tutoring session; (b) a reflection critiquing how the session went, and (c) specific details on how the child is responding and next steps that should be taken. This reflection should be completed as soon as the tutoring session is over each day.

Option 2 – This option is just a little bit different from option 1. You still choose to focus on one student to tutor and this student should meet all the requirements mentioned in option 1. You should conduct all the tasks mentioned in option 1, except that the daily, 30 minute tutoring program could be designed and implemented to a small group of students (3 – 4, the targeting student included) who are in the same level as the targeting child. You still need to tutor on at least 5 of those 15 days and keep a daily tutoring log. This tutoring log should also include the (a) (b) (c) mentioned in option 1. In addition, as for (c), *you should report not only how the targeting child is responding but also how the rest of the group members are responding.*

7. Case Study Report. Based upon the child/the group of students you have tutored, you will prepare a case study report, which should include the following: (From Stahl and McKenna, Ch. 10)

1. Background Information
2. Tests Administered
3. Observations During the Study
4. Summary and Recommendations for Instruction
5. Appendices (interest inventory, assessment sheets)
6. Tutoring Log

(Each of the above requirements will be discussed in detail in class.)

8. Group Presentation of the Case Studies. You will work with your classmates who were assigned in your same grade level field placement. As a group, you will act as a grade level teaching team. You will present the background information, decisions/rationales, assessments, results, and the different subsequent instructional plans to your classmates.

9. 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.

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 <ul style="list-style-type: none"> ▪ oral report from the field ▪ class involvement 	15
Attendance and Punctuality	10
WebCT Group	15
Team Lesson Plan Presentation	10
Book Publishing Project	15
Case Study Report	25
Group Presentation of the Case Studies	10
Total possible points	100

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

A= 90-100; B=80-89; C= 70-79; D= 60-69; F= 0-59.

Date	Topics	Readings, Activities, and Assignments Due
Class 1: January 8	Introductions & Overview <ul style="list-style-type: none"> ▪ Course content and requirements ▪ Introduction to Reading Assessment 	1. McKenna and Stahl, Chapter 1
Class 2: January 15	General Concepts of Assessment Informal Reading Inventories	1. McKenna and Stahl, Chapters 2 and 3 2. QRI section 2, 3. GROUP PRESENTATION <i>Vocabulary</i>
Class 3: January 22	Fluency	1. McKenna and Stahl, Chapter 4 2. QRI section 4, 5 GROUP PRESENTATION <i>Fluency</i>
Class 4: January 29	Emergent Literacy	1. McKenna and Stahl, Chapter 5 2. QRI section 6, 14 GROUP PRESENTATION <i>Phonemic Awareness</i> Book publishing project - First draft of the story
Class 5: February 5	Word Recognition and Spelling	1. McKenna and Stahl, Chapter 6 2. QRI section 7, 10 GROUP PRESENTATION <i>Phonics</i> Book publishing project – Storyboard and the cover
Class 6: February 12	Comprehension Strategic Knowledge	1. McKenna and Stahl, Chapters 7 and 8 2. QRI section 8, 9, 11, 12 GROUP PRESENTATION <i>Comprehension</i> Book publishing project – title page, copyright page, and dedication page.
Class 7: February 19	Affective Factors Preparing a Clinic Report	1. McKenna and Stahl, Chapters 9 and 10 2. QRI section 13 GROUP PRESENTATION <i>Vocabulary</i>
February 25 – March 28	Field experience	
Class 8: April 1	Teachers and High-Stakes Testing	1. <i>Teaching Reading in the 21st Century</i> , Ch. 14 2. Stewart, M. T. (2004). Early literacy instruction in the climate of No Child Left Behind. <i>The Reading Teacher</i> , 57, 732-743. GROUP PRESENTATION <i>Phonics</i> Book publishing project – read aloud in class
Class 9: April 8	Struggling Readers	1. Roller, C. M. (1998). So... What's a tutor to do? Newark, DE: IRA. (Chapter 4, General principles of tutoring, pp. 56-72) 2. Valencia, S. W., & Buly, M. R. (2004). Behind test scores: What struggling readers

		really need. <i>The Reading Teacher</i> , 57, 520-531. GROUP PRESENTATION <i>Fluency</i> Book publishing project due – read aloud in class
Class 10: April 15	Culture, Technology, and Assessment Final Wrap-up	2. Helman, L. (2005). Using literacy assessment results to improve teaching for English-language learners. <i>The Reading Teacher</i> , 58, 668-677. GROUP PRESENTATION <i>Comprehension</i>
Class 11: April 22	Group presentation of the case studies	Case Study Report Due Group presentation of the case studies Due