

READ 3430: Reading Assessment in the Elementary School.

3 hours. Oasis Title: RD ASSESS ELEM SCH.

Course Description: Formal and informal methods for assessing children's reading ability and planning instruction.

Instructors:

Dr. Linda D. Labbo

llabbo@uga.edu

309 Aderhold Hall

706-542-2718 (Office)

Office Hours: By Appointment

Tammy Ryan

RYANTAMMY7@aol.com

309 Aderhold Hall

706-542-2718 (Office)

Office Hours: By Appointment

Class Meets:

- Wednesdays 1:25 – 4: 25 p.m. Room 102 Aderhold Hall
- In the field Tuesday-Thursday
- In the field week of November 14th, 2005

Texts:

1. Diagnosis and Correction in Reading Instruction, 4/E

by Dorothy **Rubin** ISBN: 0-205-29352-2; Allyn & Bacon, 2002

This text offers a comprehensive look at diagnostic and corrective reading instruction from the early grades to grade 5. Clear explanations of diagnostic techniques accompany representative classroom scenarios.

A strength of this book is the inclusion of an IRI (Informal Reading Inventory) that may be copied and used in the field – free of copyright fees.

2. Teaching beginning readers: Linking assessment and instruction by Jerry

L. **Johns**, Susan Davis Lenski, and Laurie English-Piper

ISBN 0-7872-8672-9 Kendall Hunt, 2002

This is a practical idea book that will serve as an excellent, hands-on, on-the-spot resource in early grades classrooms field (Pre-k to grades 2/3). We will begin with a focus on specific assessment instruments that are included in this text (and on a CD copyright free) and that are used to diagnose a child's strengths/weaknesses as a reader/writer. Then we will refer to specific corrective teaching/tutoring strategies listed in the book that target those identified literacy weaknesses.

Other readings or online resources as assigned.

Course Emphasis & Expectations:

READ 3430, building upon the knowledge base about reading development/instruction begun in your READ 4020 class last semester, focuses on assessment of children's reading/literacy abilities. *It is our belief that this is the most important course you will take in your pre-service professional development program.* Thus, in all 13 class meetings, **it is imperative that you come prepared (current on readings, questions about the chapters in hand, connections between course readings/activities and your field setting) to engage in our professional learning community through active participation and attention.**

A Note about Learning Environment: *Please do not distract your colleagues from learning by persisting in conversations beyond the time specified by the instructor.* We specifically address this issue because several students' comments on course evaluations from last semester indicate that when we must repeatedly call for your attention after small group work, (or say "1, 2, 3 - Johnny Appleseed") they feel as if they are being treated like children. **Please respond to the instructor's call to attention "May I have your attention, please" quickly and responsibly.**

In our view, and the view of experts in the field, reading/literacy assessment serves two key roles in the elementary classroom that we will study this semester.

- First, there should be a direct connection between ongoing, informal assessment that occurs on a daily/weekly basis and your instructional decision-making. This role is described in the Rubin's text as a "diagnostic-reading and correction programmatic approach". This connection is evident in Guided Reading Instructional group interactions between teacher and students. Several Literacy Coaches in Clarke County (ACC) School district have told us that they use Guided Reading Groups for instruction across all elementary grades.

- Second, there should be a direct connection between assessment/diagnosis and the tutoring interventions you design that help struggling readers make gains towards grade level reading abilities. This is referred to in the Rubin's text as a "corrective reading" (not remedial reading) approach. My conversations with Literacy coaches and teachers in ACC school district suggest that the responsibility for corrective reading instruction for below level readers lands squarely on the shoulders of the classroom teacher.

Class Organization:

The class meeting time consists of lecture, demonstrations, hands-on activities, video discussions, reports, and other activities as assigned. We have carefully designed READ 3430 class lectures, demonstrations, activities, case viewings, etc., to build on information you read in the text chapters and assigned readings in order to equip you to learn about and try out assessment techniques and related instruction in your field placement settings.

We take the time to explain how class time is organized in response to student comments on course evaluations from last semester, comments which indicated opposing viewpoints (e.g., there was too much lecture, there wasn't enough lecture, there were too many hands on activities, there weren't enough hands on activities).

Thus, we ask you to trust our judgment, expertise, practical experiences, and ability to bring you course activities, readings, and experiences that are designed to help prepare you to administer, interpret, apply, write-up, discuss, and present to various clients (e.g., students, parents, other educators, administrators) student assessment and tutoring reports. As such, this practical knowledge will equip you to conduct reading/writing assessments that impact your instruction and children's academic success in the elementary school setting.

It is our firm belief that you as the classroom teacher are the key factor in the ensuring the normal, developmental reading trajectories of the young children you will teach. Furthermore, it is our firm belief that you, as the classroom teacher, are the key factor in delivering effective, corrective reading instruction to struggling readers. It will be your responsibility to refer children, who do not make adequate progress in a well-balanced reading program and with corrective tutoring activities, for remedial reading support.

We are looking forward to a wonderful semester of learning about reading diagnosis and corrective instruction together.

Evaluation/Grades: We calculate grades in the form of points accumulated in 4 ways.

•	Professionalism	10
•	Midterm exam	20
•	Final exam	30
•	A comprehensive written & orally presented case study report on tutoring a child in the field	<u>40</u>
Total:		100

- 1. Professionalism (10 points):** Attendance, participation in class discussions, participation in class activities, positive attitude, responsibility for your own learning and in being a problem solver, willingness to approach instructors if you are experiencing difficulties being a team player, assuming the persona of a professional teacher in class and in the field, being a reflective/critical thinker about your own learning. Turn in a copy of your UGA observation last day.
- 2. Midterm Exam (20 points):** Multiple-choice exam that will be taken in class. In response to student comments on course evaluations from READ 4020 (comments such as "...because the exams were open book and open notes, many students didn't really study." "... I think I would have learned more and studied more if the tests weren't open book." "I studied hard but I know several other students who didn't because the exams were open book."), ***the exam will be "closed book" and you may NOT refer to notes. As always, academic honesty is expected and university policy will be followed in this regard.***
- 3. Final Exam (30 points):** Multiple-choice exam that will be taken in class and will be comprehensive. In response to student comments on course evaluations from READ 4020 (comments such as "...because the exams were open book and open notes, many students didn't really study." "... I think I would have learned more and studied more if the tests weren't open book." "I studied hard but I know several other students who didn't because the exams were open book."), ***the exam will be "closed book" and you may NOT refer to notes. As always, academic honesty is expected and university policy will be followed in this regard.*** Please keep up with the readings, take careful class notes to go over before exams, and learn the details about assessment/instruction as well as the big picture. In other words, the exam will include all of the information in the

- assigned readings, lectures, classroom activities, video viewings, etc. Ask questions in class, study as you go along so you'll be prepared.
4. **A comprehensive word-processed & orally presented case study report on tutoring a child in the field (40):** In a nutshell the case study report consists of a portfolio that is organized in a pre-determined manner/outlined in detail below. *A letter to your classroom teacher is included in this syllabus. The letter outlines your field experience activities for READ 3430 throughout this semester.*

Contents for the Case Study Report (Portfolio) in a 3-ring notebook

First, Cover Page: Your name, our course number, instructors, date, field placement (school, grade level, teacher)

Second, Information: Child's name (use a pseudonym), gender, age, grade level, teacher, background information, why the teacher selected this particular child, your observational notes that describe the child in reading/writing situations, pre-tutoring work sample Xerox copies.

Third, Assessment: Cover sheet for this section lists the names of the assessment instruments, the dates administered, and the scores the child made on each instrument.

- Include actual instruments you administered (test and record sheets)
- Include a written summary/profile of the child that indicates his or her strengths/weaknesses as a reader/writer.

Fourth, write a statement of your overall tutoring approach/plan. In other words, what instructional strategies are you considering (did you consider) at the beginning of the tutoring sessions?

Fifth, lesson plans for each of at least 5 tutoring sessions (Include these after each session... in other words, don't pre-write them all before you've taught the first session. Write them as you go along).

- Xerox copies or actual work samples of children's work during tutoring.
- A description & reflection on how each lesson went & what changes/adjustments you're making for the next session.

Sixth, a final write-up statement of what the child learned during tutoring & what you learned from tutoring. What tutoring ideas were successful? Why? What progress did the child make on specific skills/strategies? How do you know? What evidence for progress? What recommendations can you make for continued or future tutoring? What can parents do at home to support the child's continued literacy development? What would you do differently (if anything)?

READ 3430 <u>Date</u>	Tentative Course Schedule <u>Topics</u>	Labbo/Ryan <u>Assignments</u>
1. August 24	<ul style="list-style-type: none"> • Small group "web" reading instruction • Course Overview • Review & Remembering READ 4020 • Continuum of Diagnosis/Correction from Pre-K to Grade 5 	
2. September 7	Intro to Diagnostic Reading & Correction Approach	Rubin/Chap 1 & 2 pp. 1-37
	Assessing Interests/Attitudes	Johns/Introduction Chap 1 pp. 29-47 Then pp. 1-28
3. September 14	Emergent Literacy	Johns/Chap 2 pp. 85-123 Then pp. 49-84
	Underachievers	Rubin/Chap 4 & 5
4. September 21	Writing	Johns/Chap 6 pp. 377-392 Then pp. 341-375
	Observations & Helping	Rubin/Chap 10 & 11
5. September 28	Beginning Readers & phonics	Johns/Chap 3 pp. 167-206 Then pp. 125-165
	Visual/auditory/words	Rubin/Chap 6 & 12

<u>Date</u>	<u>Topics</u>	<u>Assignments</u>
6. October 5	Fluency, cross-checking	Johns/Chap 4 pp. 245-268
	IRIs & Cloze	Rubin/Chap 8 & 9
7. October 12	Comprehension	Johns/chap 5 pp. 309-340
	IRIs & Running Records continued	
8. October 19	<i>MIDTERM EXAM</i>	
9. October 26	Corrective Comp	Johns/chap 4 pp. 207-244 chap 5 pp. 269-308
	Literature & Study skills	Rubin/chap 13 & 14
October 27-28	<i>FALL BREAK</i>	
10. November 2	Tests, Measurements & Evaluation	Rubin, Chap 3 & 7
11. November 9	Communicating with Parents	Rubin/Chap 15 & 16
November 14-18	<i>IN THE FIELD ALL WEEK</i>	
November 23-25	<i>THANKSGIVING BREAK</i>	
12. November 30	Case Study Oral/Written Reports Due	
13. December 7	<i>LAST DAY OF CLASS</i> <i>UGA Observation Due</i>	
	<i>FINAL EXAM</i>	

Date: August 18, 2005
To: Classroom Teacher
From: Dr. Linda D. Labbo, Professor UGA & Tammy Ryan, TA

Thank you for inviting a student intern from UGA into your classroom this semester. We know how important it is for interns to see effective literacy instruction and to have teaching experiences. Your student intern is required to conduct reading diagnosis/assessment and corrective instruction in a tutoring situation with one child. The following bulleted list outlines required activities for READ 3430, Reading Assessment in the Elementary School. Contact us at llabbo@uga.edu or 706-542-2718 if you have any questions.

What can you do?

1. Identify a “just right” student - below grade level, not in need of remediation. Tell the student intern why you recommended the student by Sept 7 (no later than 14th).
2. Share relevant student background information
3. Tell the child that they will GET to work with the student Intern
4. Provide time & space for assessment and tutoring (15 minutes per session at least, 30 minutes if possible)

What will the student intern do?

- Establish rapport with the student
 - begin to observe the student &
 - begin to administer a few diagnostic instruments (e.g., interests, attitudes)
- Intern includes relevant information in a case study report for class – using pseudonym for child’s privacy.
- Intern collects diagnostic information
- Intern identifies child’s strengths & weaknesses in literacy.
- Intern tutors child for at least 5 sessions, writes & shares report with you & READ 3430 class on Nov 30.