

THE UNIVERSITY OF GEORGIA
College of Education - Department of Reading Education
Course Syllabus for READ 3430* - "Reading Assessment in Elementary School"
Fall Semester, 2005

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<u>Class Meetings:</u>	Thursday 8:00 am – 12:15 p.m., Aderhold Hall, Room 631
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Course Overview

READ 3430 is one course in the Early Childhood Pre-kindergarten to Grade 5 elementary certification program. It is taken by undergraduate Elementary Education majors who are currently enrolled in a Language Education class (ELAN 4120), a Mathematics class (MATH 5003), a Science Education course (ESCI 4420), and an Early Childhood Education course (EDEC 4030). This course as part of the READ 3420/3430 sequence, focuses on the formal and informal methods for assessing children's reading ability and planning instruction.

Course Objectives

The READ 3420/3430 sequence involves a continuum of information and experiences designed to prepare elementary teachers to create and implement quality reading instruction programs to classes of diverse elementary school children. In concert with Standard 1 of the Georgia Professional Standards and the corresponding standards listed in parentheses, the course objectives for READ 3430 are that preservice teachers:

1. will "accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students" (GSTEP-4, ITC-8)
2. will "establish relationships with school colleagues ... and agencies in the larger community that support students' learning and well-being" (GSTEP-6, ITC-10);
3. will "reflect in their practice and make necessary adjustments to enhance student learning" (GSTEP-6, ITC-9);
4. will incorporate "the roles of language acquisition; cultural influences on learning; exceptionalities; diversity of student populations, families, and communities; and inclusion and equity in classrooms and schools" regarding assessment (GSTEP-2, ITC-2);
5. will "understand and be able to apply knowledge related to the social, historical, and philosophical foundations of education, professional ethics, law, and policy" (GSTEP-2, ITC-10);
6. will use "research in teaching and other professional roles and know the roles and responsibilities of education professionals" (GSTEP-6, ITC-9);
7. will "model dispositions that are expected of educators ... Dispositions are not usually assessed directly; instead they are assessed along with other performances in candidates' work with students, families, and communities" (GSTEP-6, ITC-9).

* This course syllabus is a general plan for the course; I reserve my prerogative to announce deviations to the class.

Required Materials:

McKenna, M. C., & Stahl, S. A. (2003). *Assessment for Reading Instruction*. Guilford Press: NY.

Woods, M. L. & Moe, A. J. (2003). *Analytical reading inventory: Comprehensive assessment for all students including gifted and remedial (7th edition)*. Merrill Prentice Hall: Upper Saddle River, NJ..

Packet of readings – available for copying in OIT, room 232 Aderhold (reference list available at the end of this syllabus)

LiveText – www.livetext.com (requires current subscription)

LiveText is an online communication venue and will be used weekly. If you need LiveText help, contact Scott Smith (dss@uga.edu) or Christie Cooper (seaensea@gmail.com).

Assistance is also available at www.livetext.com or 1-866-LIVETEXT (central time zone).

Attendance Policy

Class attendance is crucial toward students' understanding of course material. If you miss more than one class period, your final grade will be lowered by one letter grade (i.e. you will lose ten points). If you miss more than two class periods, you may be asked to withdraw from the course.

Lateness Policy

Related to the issue of professionalism, late work is regarded as evidence that course requirements are not being taken seriously and that a student is resisting moving toward developing as a professional educator. Late work will be reduced 10% each of the first two days after the due date. Past the first two days the highest grade that the student can earn is a low C.

Preparation of Written Work

Regarding formatting, all written work should be typed and double-spaced with 12-point font and one-inch margins. Please do not use page protectors or submit work in binders or notebooks. Staple pages together and submit.

Substance is the primary criterion for evaluating and grading your written products in this course. In other words, *what* you say (its clarity, depth, insight, etc.) is the most important factor in determining your grades on written work. However, *how* you express yourself in writing (i.e., the form of the written work) will also be used to evaluate your products. Therefore, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will also be part of the grading process. Prospective teachers must be able to express themselves in writing clearly and cogently, so both substance and style will factor into grading your work.

Academic Honesty

All academic work must meet the standards contained in “A Culture of Honesty: Policy on Academic Honesty,” which can be found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. Each student is responsible to be informed about those standards before performing any academic work.

Course Requirements and Assessments

1. **Professionalism** (Objective 2 & 7) – Because this class is geared toward your professional development, you will earn a half-point for each week of the semester for exhibiting the professionalism expected of educators, described as: being present in class (e.g. no tardiness), being alert, having adaptability, being engaged in class activities and discussions, showing responsibility for own learning, and acting with generosity toward others. *7.5 points*
2. **Weekly Reflection** (Objective 3) – As part of your performance in being a reflective practitioner, you will earn one point for each reflection synthesizing your readings, in class learning or field experiences, and your own thinking. These will be completed after the week's class or each Thursday evening of your field experience. There are a few weeks that I will ask you to reflect on something specific, but most often it will be a reflection of your choosing. *15 points*
3. **Assessment Chart** (Objective 4 & 5) – In class, you will work with a small group to organize knowledge of different types of reading assessments and draw conclusions about the use of those assessments in the classroom based on your own rationale. This aim of this assignment is to help organize your learning about assessment and how that learning might mesh with your own theories on education. *7.5 points*
4. **Current Literature Project** (Objective 6) – Because a professional elementary teacher is an active, on-going learner, you will supplement and extend the content of our class readings by selecting, reading, and commenting (i.e. annotated literature review) on 4 works of current literature (e.g. research article, journal article, book chapter, educational website, article from the New York Times education section, or other appropriate source). The following list of professional periodicals are some useful sources where you may want to begin your search: *The Reading Teacher, Language Arts, Primary Voices* (back-dated issues), *Reading Today, Reading Research and Instruction, and Reading Horizons*. You will submit a project proposal to the instructor containing a reference list of your 4 sources in APA style (see www.apastyle.org) about two weeks before the project is due. *20 points*
5. **Case Studies Report** (Objective 1, 4, & 5) With your mentor teacher, select two student who could benefit from some reading tutoring from you as a preservice teacher. The students should have a history of different reading performance levels or qualities. You will collect at least a total of 5 assessments from your primary student (student 1), one which must be the Analytical Reading Inventory (2003), pp. 82-90 Steps 1-13 (Note: For those working with kindergartners, we may need to discuss using another substantial assessment). You will collect at least a total of 3 assessments from your secondary student (student 2). Between collecting assessment information, provide ongoing and appropriate tutoring with those students. Based on the assessment evaluation, you should tutor your student at least seven 15-20 minute sessions for student 1 and at least five 15-20 minute sessions for student 2. The tutoring sessions should support the individual student's needs, with reference to specific reading strategies and skills identified in the assessment process, and should also fit within the context of other classroom activities. *30 points*

- 6. Grade Level Project** (Objective 1,4, & 5) – 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 to determine the placement of your case report students in instructional reading groups. The group will present background information, decisions, rationale, and instructional plan to the class. *20 points*

Grades

The point distribution and assessment tools for course requirements are as follows:

Requirement	Total Points	Assessment Tool
1. <i>Professionalism</i>	7.5 points	• Anecdotal notes
2. <i>Weekly Reflection</i>	15 points	• Checklist
3. <i>Assessment Chart</i>	7.5 points	• Holistic rubric
4. <i>Current Literature Project</i>	20 points	• Checklist (process) • Analytic rubric (product)
5. <i>Case Studies Report</i>	30 points	• Point allocated checklist
6. <i>Grade Level Project</i>	20 points	• Self and group narrative evaluations (process) • Analytic rubric developed by class (product)
Total Possible Points = 100 points		

A course grade will be determined as follows: A final point total (0-100) will be computed. This total will be converted to a course grade as follows: A = 90-100 points; B = 80-89 points; C = 70-79 points; D = 60-69 points; F = 0-59 points. Instructor reserves the privilege to round partial points totals up or down at her discretion. According to the *Undergraduate Bulletin* (<http://bulletin.uga.edu>) the UGA grading systems assigns the following quality labels to grades: A is *Excellent*; B is *Good*; C is *Satisfactory*; D is *Passing*; and F is *Failure*. These same quality labels should be used to interpret grades on course requirements and the final course grade.

Accommodations

According to the UGA Academic Affairs Handbook, students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor during regular office hours or by appointment.

Extra Credit Option

This is not a requirement. On the last day of class you may choose to turn in a narrative assessment on my performance as your instructor in this course. The narrative should be anonymous, but by briefly showing me your substantive evaluation, you will earn *5 points* in extra credit. A substantial evaluation might include all of the following:

Content Calendar

DATE	TOPIC	READINGS & TASKS (to be done before class)
Aug. 18	Introductions, Course Overview, Introduction to reading assessment, General concepts of assessment, LiveText Orientation	McKenna & Stahl: Ch.1 (pp. 1-22) McKenna & Stahl: Ch.2 (pp. 23-38) <i>Read these on your own over the next few weeks</i>
Aug. 25	Strategic knowledge, Reading for a purpose, Affective factors in reading, Several assessments (including reading conferences)	McKenna & Stahl: Ch.8 (pp. 190-203) McKenna & Stahl: Ch.9 (pp. 204-241)
Sept. 1	Informal Reading Inventories, Measures of oral reading (including miscue analysis and running records)	McKenna & Stahl: Ch.3 (pp. 39-71) ARI-3: Sec. II (pp. 54-66 with CD 1 – Tracks 1-5) (pp. 79-80, col.1) (pp. 82-90) <i>Current Literature Proposal due</i>
Sept. 6	Meet your teacher day	
Sept. 8	Fluency assessment (including DIBELS), Comprehension assessment (including retellings)	McKenna & Stahl: Ch.4 (pp. 72-84) McKenna & Stahl: Ch.7 (pp. 167-189)
Sept. 9	Day in field placement	
Sept. 15	Emergent literacy (including checklists), Word recognition and spelling (including Feature Guides and Error Guides)	McKenna & Stahl: Ch.5(pp. 85-110) McKenna & Stahl: Ch.6 (pp. 111–120) <i>Current Literature Project due</i>
Sept. 16	Day in field placement	
Sept. 22	Midterm assessment of instructor Preparing a reading clinic report	McKenna & Stahl: Ch.10 (pp. 242-246) Gredler & Johnson (pp. 124-139) <i>Assessment Chart due (completed)</i>
Sept 23	Day in field placement	
Sept. 26-Oct. 21	Field Experience Placement	Sept. 29 th – Roller (pp. 56-72) Oct. 6 th – Strickland (pp. 1- 18) Oct. 13 th – Graves (pp. 1-20) Oct. 20 th – Sun. – Thurs. daily record or reading specialist talk
Oct. 27	Fall Break	
Nov. 3	Published tests (High stakes testing, Published tests, Selected response items, Accelerated Reader)	IRA Board (pp. 257-264); Winchester (pp. 4-5); Gardner - NYT Op-Ed & Letter (2 pages)
Nov. 10	Reporting results (including report cards), Analytic rubric	Johnston (pp. 297-309) Afflerbach (pp. 57-65) <i>First Draft of Case Report due</i>
Nov. 17	Portfolios, other points of assessments (catch-up/TBA) Develop Grade Level Project rubric	Valencia (pp. 113-117) Johnston (pp. 74-76) Other readings (TBA) <i>Case Report due</i>
Nov. 24	Thanksgiving Break	
Dec. 1	Work Day	
Dec . 8	Final meeting, Course evaluations, Extra credit evaluations	<i>Grade Level Project Presentations</i>

Reference List (Course Packet)

1. Gredler, M.E. & Johnson, R.L. (2004). *Assessment in the classroom*. Boston, MA: Allyn Bacon.. [Chapter 8, Special Needs in the Classroom, pp. 124-139].
2. Roller, C.M. (1998). *So...What's a tutor to do?* Newark, DE: IRA. [Chapter 4, General principles of tutoring, pp. 56-72]
3. Strickland, K. (2005). *What's after assessment: Follow-up instruction for phonics, fluency, and comprehension..* Portsmouth, NH: Heinemann. [Chapter 1, Planning for instruction, pp. 1- 18].
4. Graves, D.H. (2001). *The energy to teach*. Portsmouth, NH: Heinemann. [Chapter 1, The Energy to Teach, pp. 1-10 and Chapter 2, Taking Stock, pp. 11-20].
5. International Reading Association. (1999). High-stakes assessments in reading: A position statement of the International Reading Association. *The Reading Teacher*, 53, 257-264.
6. Winchester, E. (2004). Putting kids to the test. *Time for Kids*, 9, 4-5.
7. Gardner, H. (2002, July 18). Test for aptitude, not for speed. *New York Times*, p. A21.
8. Johnson, T.M. et al. (2002, July 21). Should the SAT be a time trial? [Letter to the editor]. *New York Times*. sec. 4, p.12,.
9. Johnston, P.H. (1997). *Knowing literacy: Constructive literacy assessment*. Portland, ME: Stenhouse Publishing. [Chapter 29, Opening Pandora's Grade Box, pp. 297-309].
10. Afflerbach, P. (1999). Report cards and reading. In Barrentine, *Reading Assessment: Principles and Practices for Elementary Teachers* (pp. 57-65). Newark, DE: IRA. (Original work published 1993)
11. Valencia, S. (1999). A portfolio approach to classroom reading assessment: The whys, whats, and hows. In Barrentine, *Reading Assessment: Principles and Practices for Elementary Teachers* (pp. 113-117). Newark, DE: IRA. (Original work published 1990)
12. Johnston, P.H. (2005). Assessment conversations. In Barrentine & Stokes, *Reading Assessment: Principles and Practices for Elementary Teachers (2nd ed.)* (pp. 74-76). Newark, DE: IRA.