

THE UNIVERSITY OF GEORGIA
College of Education - Department of
Language & Literacy Education

Course Syllabus for READ 3430* - "Reading Assessment in the Elementary School"
Spring Semester, 2009

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Course Overview

This course focuses on the formal and informal methods for assessing children's reading ability and planning instruction. READ 3430 is meant to provide an overview of reading theories and practices.

Course Objectives

The READ 3430 involves a continuum of information and experiences designed to prepare teachers to create and implement quality reading instruction programs to classes of diverse children. In concert with International Reading Association Standards for Reading Professionals (2003), and the corresponding standards listed in parentheses, the course objectives for READ 3430 are that preservice teachers:

- will "have knowledge of the foundations of reading and writing processes and instruction" (GSTEP-1, 5; NCATE 1, 4);
- will recognize "a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction" (GSTEP-1, 2, 5; NCATE 1, 4);
- will recognize "practices to plan and evaluate effective reading instruction" (GSTEP-1, 2, 4; NCATE 1, 4);
- will "create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments" (GSTEP-1, 3; NCATE 1, 4);
- will "view professional development as a career-long effort and responsibility" (GSTEP-2, 5, 6; NCATE 1, 4).

Required Materials

Cunningham, P. M. (2009). *Phonics they use: Words for reading and writing*. Boston: Pearson

Fountas, I. C. & Pinnell, G. S. (2000). *Guiding readers and writers: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann

Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse

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

Opitz, M. F. (2007) *Don't Speed. READ! 12 steps to smart and sensible fluency instruction*.

New

York: Scholastic

Wilde, S. (2000). *Miscue analysis made easy: Building on student strengths*. Portsmouth, NH: Heinemann

Readings – available electronically on WebCT, an online communication tool that will be used weekly. Reference list of readings available on page 8 of this syllabus.

Policies and Procedures

Attendance Policy

Class attendance is crucial toward students' understanding of course material. You can miss one class period for any reason without consequence, and no excuses are needed. If you miss two class periods, your final grade may be lowered by one letter grade (i.e. you will lose ten points), at my discretion. If you miss three class periods or more, you may be asked to withdraw from the course, at my discretion.

Lateness of Work Policy

Related to the issue of professionalism, late work is regarded as evidence that course requirements are not being taken seriously. Late work will be reduced 10% each of the first two days after the due date. After two days, the assignments may not be accepted, at my discretion.

Preparation of Written Work

Regarding formatting of more formal assignments (I will let you know which these are), certain written work should be typed and double-spaced with 12-point font and one-inch margins. In some cases, APA (5th ed.) guidelines should be followed. Please submit assignments electronically.

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 [HYPERLINK "http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm"](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm) 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.

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.

Course Requirements and Assessments

Professionalism (Objective 5) – Because this class is geared toward your professional development, you will earn approx. one point for each week of the semester for exhibiting the professionalism expected of educators, described as: criteria to be determined on the first day of class by students & instructor and to be listed below. *10 points* Due date: Ongoing

Paste professionalism criteria here.

Assessed by observation & anecdotal notes taken by instructor during class:

Sarah June 18 th ___Present ___Late ___Left Early Sarah was attentive for most of the class. She participated frequently in whole group and in small group.	Emily June 18 th ___Present ___Late ___Left Early Emily arrived late and nodded off during most of the class. She huffed and rolled her eyes when I explained the class requirements.	Daniel June 18 th ___Present ___Late ___Left Early Daniel kept quiet throughout the class but appeared attentive. He participated in small group by offering to take notes.	Nicole June 18 th ___Present ___Late ___Left Early Nicole arranged to speak with me during my office hours about her case study. She offered questions and suggestions in whole group.
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Assessment Chart (Objective 4 & 5) – As an ongoing homework assignment, you will 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. *20 points* Due dates: Sept. 10th & Sept 27th

Assessment Chart Holistic Rubric using conversion chart at [HYPERLINK "http://www.fcps.k12.va.us/DIS/OHSICS/forlang/PALS/rubrics/pdfs/Conversion%20Chart.pdf"](http://www.fcps.k12.va.us/DIS/OHSICS/forlang/PALS/rubrics/pdfs/Conversion%20Chart.pdf) <http://www.fcps.k12.va.us/DIS/OHSICS/forlang/PALS/rubrics/pdfs/Conversion%20Chart.pdf>

20 (100%)	The chart is completed and fully accurate regarding strengths, weaknesses, and remedies. The student's beliefs about learning to read <i>drove</i> how each type of assessment was described (strengths and weaknesses) and potentially dealt with in practice (remedy) – i.e. no inconsistencies between beliefs and charted items. The summative comments show evidence of much professional thought and comprise a set of beliefs about assessment.
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17.4 (87%)	The chart is completed and fully accurate regarding strengths, weaknesses, and remedies. The student's beliefs about learning to read <i>somewhat</i> affected how each type of assessment was described (strengths and weaknesses) and potentially dealt with in practice (remedy) – i.e. few inconsistencies between beliefs and charted items. . The summative comments show evidence of some professional thought and begin to develop of a set of beliefs about assessment.
15.2 (76%)	The chart is incomplete or contains minor inaccuracies regarding strengths, weaknesses, or remedies. The student's beliefs about learning to read affected very little to none of how each type of assessment was described (strengths and weaknesses) and potentially dealt with in practice (remedy) – i.e. many inconsistencies between beliefs and charted items. The summative comments show evidence of little professional thought and lack development toward a set of beliefs about assessment.
13.1 (65.5%)	The chart is incomplete or major inaccuracies in strengths, weaknesses, or remedies. Student's beliefs about learner are undeveloped or absent in the chart. Summative comments are insufficient or absent.
Total Score Earned	

Minilesson & Resource (Objectives 1-4) – In partnerships, you will demonstrate a minilesson (10-15 min.) and provide a reteaching resource on the minilesson topic (10-15 min.) to the class. One person will conduct the read aloud, and the other person will explain the reteaching resource. Planning will be done together, and assessment will be for the project as a whole. The partnership will provide a hardcopy of the minilesson script and the reteaching resource to each person in the class for their resource notebook.

10 points Due date: Sign-up (by Apr. 2nd)

Minilesson Holistic Rubric 5 points total	
5 (100%)	Teacher excellently conveyed connection, teaching point, teaching method, involvement of “students”, and link. Teacher used attention signal and set the atmosphere for the event. Teacher managed physical setting for optimal engagement. Teacher appeared prepared and was conscious of time.
4.3 (86%)	Teacher conveyed all minilesson components. Teacher used attention signal. Teacher managed physical setting adequately. Teacher appeared adequately prepared.
3.8 (76 %)	Teacher conveyed some minilesson components. Teacher used attention signal. Teacher's management of physical position did not interfere with minilesson. Teacher needed to be better prepared and monitor time better.

3 (60%)	Many minilesson components were absent or inadequate. Teacher did not adequately prepare “students”. Teacher gave little to no attention to physical position & setting. Teacher was not prepared.
Total Score	
Reteaching Resource Holistic Rubric 5 points total	
5 (100%)	Presenter clearly explained an appropriate reteaching resource linked to the minilesson topic. Presenter clearly explained how the resource uses a different teaching method than the minilesson. Presenter appeared well-prepared and was conscious of time.
4.3 (86%)	Presenter explained an appropriate reteaching resource linked to the minilesson topic. Resource uses a different teaching method than the minilesson. Presenter explained how the resource uses a different teaching method than the minilesson. Presenter appeared prepared and was conscious of time.
3.8 (76%)	Presenter explained a reteaching resource linked to the minilesson topic, but explanation was confusing. Presenter explained how the resource uses a different teaching method than the minilesson, but explanation was confusing. Presenter appeared somewhat prepared and needed to be conscious of time.
3 (60%)	Presenter’s explanation of reteaching resource was insufficient. Presenter did not explain how the resource uses a different teaching method than the minilesson OR the resource uses the same teaching method as the minilesson. Presenter appeared unprepared.
Total Score	

Assessment & Tutoring Reporting (Objective 1, 4, & 5) With your mentor teacher, select two student who could benefit from some reading tutoring from you as a preservice teacher. I suggest choosing students who have a history of different reading performance levels or qualities, but it is not necessary. You will collect at least a total of 5 assessments from your primary student (student 1), one which must be a miscue analysis (approx. grades 2-5) or a Concepts About Print assessment (approx. grades K-2). You will collect at least a total of 3 assessments from your secondary student (student 2). Between collecting assessment information, provide tutoring with those students. A guideline of time for tutoring sessions is 10-20 minutes sessions. For student 1, you’ll provide at least 4 tutoring sessions. For student 2, you’ll provide at least 2 tutoring sessions. 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 Due date: Mar. 17th (draft) & Mar.

31st

Assessed with a point-allocated rubric & holistic rubric:

I. Student 1, Part A:

_____ Background Information on Student (1 point)

Age

Grade level

School

Content area

Pertinent ethnic, cultural, racial information

Gender

Pseudonym

_____ Rationale for selecting this student (2 points) (tell **why** you chose this student for the assessment and tutoring and how you invited the student to participate with description of that initial interaction)

Student 1, Part B:

_____ Assessments administered with results (5 points)

_____ Present planned and actual instruction (4 points). E.g.:

Assessment & results (I gave/did...he/she did... he/she can...needs)	Planned instruction (teaching point & method) (I/we will...)	Actual instruction (how it <u>really</u> went) (I/we did)
I gave an Informal Reading Inventory & miscue analysis; He read... Student decodes initial sound, but not end or middle sounds	I will provide instruction on ending sounds through modeling	We choral read rhyming text to emphasize attendance to ending sounds
I gave Z-test; He completed the assessment– Student decodes silent –e and single consonant rimes, but has difficulty with rimes ending in blends and digraphs	I will model reading with the /k/, especially –ck, allow for guided practice.	We echo read little book with –ck sound and switched roles so I am echoed him; I used think aloud when he miscued “That doesn’t make sense? I’m thinking about...”

Student 1, Part C:

_____ Summary & Recommendations for future instruction and parent involvement (3 pts.)

II. Student 2, Part A:

_____ Background Information on Student (1 points)

Age

Grade level

School

Content area

Pertinent ethnic, cultural, racial information

Gender

Pseudonym

_____ Rationale for selecting this student (2 points) (tell **why** you chose this student for the assessment and tutoring and how you invited the student to participate with description of that initial interaction)

Student 2, Part B:

_____ Assessments administered with results in narrative (3 points)

_____ Present instruction, assessment results, planned instruction (2 points). E.g.:

Assessment & results	Planned instruction (teaching point & method)	Actual instruction (how it <u>really</u> went)
SEE	EXAMPLE	ABOVE

Student 2, Part C:

_____ Summary & Recommendations for future instruction and parent involvement (3 pts.)

III. Mock conference with “parent” (4 points) (10-15 minutes)

Mock Conference Holistic Rubric	
5 (100%)	Teacher is exceptionally clear with the assessments and results the teacher chooses to share. Parent has enough assessment and results information to understand where the recommendations are coming from. Teacher provides explanation in 10 minutes or fewer. Teacher fields any questions exceptionally well. Tone set by teacher is professional, personable, and open to parent concerns.
3.5 (87.5%)	Teacher is clear with the assessments and results the teacher chooses to share. Parent has enough assessment and results information to understand where the recommendations are coming from. Teacher provides explanation in adequate time. Teacher fields any questions well. Tone set by teacher is professional.

3 (75%)	Teacher is somewhat clear with the assessments and results the teacher chooses to share. Parent has some assessment and results information to understand where the recommendations are coming from. Teacher provides explanation but needs to be more conscious of time. Teacher somewhat fields any questions. Tone set by teacher is adequate but needs some improvement.
2.6 (65%)	Teacher is unclear with the assessments and results the teacher chooses to share. Parent does not have enough assessment and results information to understand where the recommendations are coming from. Teacher provides too much or too little time with explanation. Teacher inadequately fields questions. Tone set by teacher needs major improvement.
Total Score Earned	

_____ Total (30 points possible)

5. 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 a year-long instructional plan for your tutoring students. Pretend that your tutoring students make your group’s entire class (e.g. 5 group members each with 2 tutoring students make a class of 10 kids). *30 points*

1. As a group decide what instructional reading model(s) you will use in your classroom.

Basal reading program

Direct Instruction

Guided Reading

Four-Blocks

Reading Workshop

Basal-Trade Approach

Language Experience Approach (LEA)

Literature Circles/Book Clubs

2) Develop a year-long calendar for your grade level. (draft due March 24th)

3) Choose one unit (not the first unit) to develop with some detail: (draft due April 7th)

A. State student learning goals (By the end of this unit, students will understand that...).

B. List 10 or more minilesson teaching points that will enable students to accomplish unit goals.

D. List 5 assessments you could use during this unit & rationale for those assessments.

4) Gather some literature that you could use in this unit.

A. Choose 3 read aloud texts with APA citation and annotated bibliography including how it works in the unit.

B. Choose 1 independent reading text for each student in your class. Provide an APA citation, annotated bibliography, and why you chose the book for that student.

5) Configure groups of students. (draft due March 24th)

A. Arrange students in homogenous groups (small groups or partnerships). State your reasoning for putting them in those groups.

B. Rearrange students in heterogeneous groups (small groups or partnerships). State your reasoning for putting them in those groups.

Project will be assessed by an analytic rubric partially developed by the class accounting for:

Calendar

Unit completeness

Unit cohesiveness

Literature - completeness

Literature - quality of rationale
 Groups – quality of rationale
 Presentation – content
 Presentation – delivery

Grades

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

Requirement	Total Points	Assessment Tool	Due date
<i>1. Professionalism</i>	10 points	Anecdotal notes	Ongoing
<i>2. Assessment chart</i>	20 points	Holistic rubric	Feb. 3 rd
<i>3. Read aloud & minilesson</i>	10 points	Holistic rubrics	April 7 th
<i>4. Assessment & tutoring reporting</i>	30 points	Point allocated checklist	Mar. 17 th (draft) & Mar. 31 st (final)
<i>5. Grade level project</i>	30 points	Analytic rubric	Mar. 24 th & Apr. 7 th (drafts); April 21 st (final)
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 = 93-100 points; A- = 92.99-90; B+ = 87-89.99 points; B = 83-86.99; B- = 80-82.99; C+ = 77-79.99; C = 73-77.99 points; C- = 70-72.99; D = 60-69.99 points; F = 0-59.99 points. Instructor reserves the privilege to round partial points totals up or down at her discretion. According to the *Undergraduate Bulletin* ([HYPERLINK "http://bulletin.uga.edu/"](http://bulletin.uga.edu/) <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.

Content Calendar				
DATE	TOPIC	READINGS DUE	PAGE TOTAL	TASKS DUE
#1 Jan. 13	Introductions, Course Overview, General concepts of assessment, Introduction of minilessons			
#2 Jan. 20	San Diego Quick Assessment, Strategic knowledge, Reading for a purpose, Affective factors in reading	McKenna & Stahl: Ch. 7 (Word lists pp. 174-175; all pp. 184-189) McKenna & Stahl: Ch. 8 (pp. 190-203) McKenna & Stahl: Ch. 9 (pp. 204-241)	60 pages (Approx. 32 pages are assessment reproducibles.)	Resource & minilesson 1 & 2
Jan.22-23	MYTD & In field			
#3 Jan. 27	Measures of oral reading, Miscue Analysis, Concepts About Print	Wilde: Ch. 6-8 (pp. 37-79) Skim examples 1 & 2 on WebCT Clay (pp.47-52)	42 pages (Approx. 4 pages are assessment reproducibles.)	Resource & minilesson 3 & 4
Jan. 30	In field			
#4 Feb. 3	Fluency assessment Comprehension assessment, Informal Reading Inventories	Opitz: Ch. 3-4 (pp. 18-33) McKenna & Stahl: Ch. 7 (pp. 167-189) McKenna & Stahl: Ch. 3 (pp. 39-49)	64 pages (Approx. 10 pages are assessment reproducibles.)	Resource & minilesson 5&6 <i>Assessment chart due</i>
Feb. 6	In field			
#5-8 Feb. 9- Mar. 6	Field placement	RECOMMENDED: Roller: Ch. 4 (pp. 56-72); Graves: Ch: 1 & 2 (pp. 1-20) Strickland: Ch.1 (pp. 1-18) Cunningham: Ch. 12 (214-220)		
Mar. 9-13	SPRING BREAK			
#9 Mar. 17	Reading conferences, Planning class instruction	Fountas & Pinnell: Ch 8 & 9 (pp. 128-162)	34 pages	Resource & minilesson 7&8 <i>Case report draft of student one due</i>

#10 Mar. 24	ESL guest speaker Emergent literacy Word recognition, spelling & vocabulary	Owocki & Goodman: Ch. 7 (pp. 77-95) McKenna & Stahl: Ch. 6 (pp. 111-166)	73 pages (Approx. 40 pages are assessment reproducibles.)	Resource & minilesson 9&10 <i>Drafts of calendar & student groups due</i>
#11 Mar. 31	Reporting results, "Parent-Teacher" Conferences, Portfolio, Analytic rubric	Valencia (pp. 113-117)	4 pages	Resource & minilesson 11&12 <i>Case report due</i>
#12 Apr. 7	Vocabulary; Standardized testing	Graves (pp. 91-118)	28 pages	Resource & minilesson 13&14 <i>Draft of unit due</i>
#13 Apr. 14	TBA			
#14 Apr. 21	Group presentations			<i>Group presentations & projects due</i>
#15Apr28	Evaluations			<i>Course evaluations due</i>

Reference List

Clay, M. M. (2006). *An observation survey of early literacy achievement* (pp. 47-52).
Portsmouth, NH: Heinemann./

Graves, D.H. (2001). *The energy to teach* (pp. 1-20). Portsmouth, NH: Heinemann.

Owocki, G. & Goodman, Y.M. (2002). *Kidwatching: Documenting children's literacy
Development* (pp. 77-95). Portsmouth, NH: Heinemann.

Roller, C.M. (1998). *So... What's a tutor to do?* (pp. 56-72). Newark, DE: International
Reading Association.

Strickland, K. (2005). *What's after assessment?: Follow-up instruction for phonics,
fluency,
and comprehension* (pp. 1-18). Portsmouth, NH: Heineman.

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)

Graves, M. F. (2006). *The vocabulary book: Learning & instruction* (pp. 91-118). New
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* This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.