

THE UNIVERSITY OF GEORGIA
College of Education - Department of Reading Education
Course Syllabus for READ 3430* - "Reading Assessment in Elementary School"
Fall Semester, 2007

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| <u>Instructor:</u> | Christine A. Mallozzi |
| <u>Contact Info:</u> | Email: mallozzi@uga.edu Mailbox: Aderhold Hall, Room 309 Phone: (My Office) 706-542- 4482 (Reading Office) 706-542-2718 |
| <u>Class Meetings:</u> | Tuesday 1:00 pm – 4:15 pm, Aderhold Hall, Room 319 |
| <u>Office Hours:</u> | Tuesday, 4:15 pm - 5 pm, or by appointment, 301/314 Aderhold Hall, Office B |

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; deviations announced to the class by the instructor may be necessary.

Required Materials

Leslie, L. & Caldwell, J. (2005). *Qualitative reading inventory: Comprehensive assessment for all students including gifted and remedial (4th edition)*. Boston, MA: Allyn & Bacon.

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

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

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

An online communication tool will be used weekly (either WebCT or LiveText – to be determined on the first day of class)

Policies and Procedures**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 of Work 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 movement 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 C minus.

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. Some assignments will be submitted 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 http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. Each student is responsible to inform themselves about those standards before performing any academic work.

Course Requirements

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: criteria to be determined on the first day of class by students & instructor. *10 points* Due date: Ongoing
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. 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. *12.5 points* Due date: Ongoing
3. **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. *7.5 points* Due dates: Sept. 10th & Sept 27th
4. **Textbook Evaluation Project** (Objective 6) – Because a professional elementary teacher is an often asked to serve on textbook adoption committees, you will evaluate a portion of a textbook program. Included in your evaluation will be a critique of select assessments, which will be supported by professional literature (e.g. research article, journal article, book chapter, educational website, article from the New York Times education section, or other appropriate source). You will submit a project proposal to the instructor about two weeks before the project is due. *20 points* Due date: Oct. 30th
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 Qualitative Reading Inventory (2005). 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* Due date: Nov. 13th (draft) & Nov. 27th
5. **Reporting Assessments Group 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. Your objective will be to explain several assessments, results, and subsequent instructional plans to different audiences. The group will present background information, decisions, assessments, rationale, and instructional plan to the class. *20 points* Due date: Nov. 27th

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

| Requirement | Total Points | Assessment Tool |
|---|---------------------|--|
| 1. <i>Professionalism</i> | 10 points | • Anecdotal notes |
| 2. <i>Weekly Reflection</i> | 12.5 points | • Checklist |
| 3. <i>Assessment Chart</i> | 7.5 points | • Holistic rubric |
| 4. <i>Textbook Evaluation Project</i> | 20 points | • Checklist (process) • Analytic rubric (product) |
| 5. <i>Case Studies Report</i> | 30 points | • Point allocated checklist |
| 6. <i>Reporting Assessments Group 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 3 points in extra credit. I will provide a guide to what I consider a substantive evaluation.

| Content Calendar | | | |
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| DATE | TOPIC | SUPPORT MATERIAL (for instruction) | READINGS & TASKS (to be done before class) |
| Aug. 21 | Introductions, Course Overview, Introduction to reading assessment, General concepts of assessment, Literacy map, WebCT Orientation | | McKenna & Stahl: Ch. 2 (pp. 23-38) Strickland: Ch.1 (pp. 1-18) <i>Read on your own over next few weeks</i> |
| Aug. 28 | San Diego Quick Assessment, Strategic knowledge, Reading for a purpose, Affective factors in reading | Strickland: Ch. 2 (pp. 19-35) | 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) |
| Sept. 4 | Fluency assessment Comprehension assessment | Strickland: Ch. 5-8 (pp. 76-141) | McKenna & Stahl: Ch. 4 (pp. 72-84) McKenna & Stahl: Ch. 7 (pp. 167-189) <i>Assessment Chart (midpoint) due 9/10</i> |
| Sept. 11 | Meet your teacher day | | QRI-4: Sec. 2-4 (pp. 24-28; pp. 42-100) with CD tracks 1-3 |
| Sept. 14 | Day in field placement | | |
| Sept. 18 | Informal Reading Inventories, Measures of oral reading, Discuss textbook evaluation project "Midpoint" evaluation | | McKenna & Stahl: Ch. 3 (pp. 39-71) Stein et al (pp. 5-23) |
| Sept. 21 | Day in field placement | | <i>Textbook Evaluation Proposal due</i> |
| Sept. 25 | Emergent literacy Word recognition and spelling Preparing a reading clinic report | Strickland: Ch. 3-4 (pp. 36-75) | McKenna & Stahl: Ch. 5 (pp. 85-110) McKenna & Stahl: Ch. 6 (pp. 111-120) Clay (p.47?) Concepts of Print <i>Assessment Chart due 9/27</i> |
| Sept. 28 | Day in field placement | | |
| Oct. 1-Oct. 25 | Field Experience Placement | | Oct. 2 nd – Roller: Ch. 4 (pp.56-72) Oct. 9 th – McKenna & Stahl: Ch.10 (pp. 242-246) Oct. 16 th – Graves: Ch: 1 & 2 (pp. 1-20) – reflection Oct. 23 rd – Sun. – Thurs. daily record or reading specialist talk |
| Oct. 30 | Published tests and commercial assessments | | IRA Board (pp. 257-264) <i>Textbook Evaluation due</i> |
| Nov. 6 | Reporting results | | Johnston (pp. 297-309) Afflerbach (pp. 57-65) |
| Nov. 13 | Special Needs learners, Portfolio, Reading conferences, Analytic rubric | | Gredler & Johnson (pp. 124-139) Valencia (pp. 113-117) <i>First Draft of Case Report due</i> |
| Nov. 20 | Develop rubric Catch-up day | | Readings (TBA) |
| Nov.21-25 | Thanksgiving Break | | |
| Nov. 27 | Group presentations, Course evaluations, Extra credit evaluations | | <i>Case Report due</i> <i>Reporting Assessments Group presentations</i> |
| Dec. 4 | Friday Class Schedule (No class) | | |