

The University of Georgia
College of Education
Department of Language & Literacy Education
READ 3430, Spring 2007
Reading Assessment

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Office Hours: After class on Wednesdays and
by appointment.

Course Location: Aderhold 119
Course Time: Wednesday, 1:25 PM

Overview of the Course:

READ 3430 is the second course in the reading sequence. In addition to READ 4020, reading, literacy and language arts content and instruction are also addressed in ELAN 3110 and ELAN 4120. READ 3430 is designed to capitalize on and be complementary to these courses. Thus, the four course block of READ 3430, READ 4020, ELAN 3110 and ELAN 4120 should be viewed as a unified set of courses that will prepare you to teach children to develop proficiency and interest in reading, writing, oral language and children's literature. READ 3420 will help you to understand the principles and practices of good reading / literacy assessment in order to be able to administer and interpret both formal and informal methods for assessing children's reading ability and plan instruction.

Course Objectives:

Through participation in class activities, administration of assessments, and tutoring, you will have the opportunity to expand your knowledge of literacy instruction and prepare yourself to become a teacher who can administer and interpret assessment tools, create and implement quality reading instruction, and engage in on-going professional development related to reading. In concert with the NCATE standards the course objectives are that READ 3430 preservice teachers will:

- 1.2 Be able to set high student-learning standards for all students in the school classroom and organize curriculum, instruction, and assessment around the standards.
- 1.3 Be able to customize instruction for individual students or groups of students in the school classroom that reflect students' own experiences, learning styles, interests, cultures and special needs.
- 1.4 Be proficient in using data on student learning and achievement in the school classroom to set benchmarks and to monitor student progress toward continuous improvement.

And will display the following dispositions:

- Understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach;
- Appreciate disciplinary knowledge, including disciplinary structures and ways of thinking;

- Stay current in their subject areas as engaged learners and/or performers in their fields;
- Interpret and construct school curriculum that reflects state and national content area standards;
- Believe that all children can learn at high levels and hold high expectations for all;
- Recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning;
- Involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning;
- Use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel;
- Are committed to using assessment to identify student strengths and needs and promote student growth;
- Understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students;
- Monitor and adjust strategies in response to learner feedback;
- Vary roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students;
- Use appropriate resources, materials, and technology to enhance instruction for diverse learners;
- Systematically reflect on teaching and learning to improve their own practice;
- Seek opportunities to learn based upon reflection, input from others, and career goals.

Course Texts:

Johns, Lenski, & Elish-Piper (2002) *Teaching beginning readers: Linking assessment and instruction*. Dubuque, IA: Kendall/Hunt Publishing Company.

McKenna & Stahl (2003). *Assessment for reading instruction*. New York: Guilford Press.

Course Requirements & Grading

Grading scale

A	= 94-100
A-	= 90-93
B+	= 87-89
B	= 83-86
B-	= 80-82
C+	= 77-79
C	= 73-76
C-	= 70-72
D	= 60-69
F	= 0-59

Course Requirements:

1. Attendance, Participation, Professionalism	10%
2. Case Study (including Assessment Report & Tutoring Log):	40%
3. Reading Lesson Plans (2)	10%
4. Demonstration Lessons	10%
5. Assessment Project & Weekly Assessments	10%
6. Final Exam	20%

1. Attendance, Participation and Professionalism

This course, its content and topics, is taught through weekly class demonstrations, class activities, class discussions and weekly chapter assessments. To fully benefit from this course, it is imperative that you come to class prepared by thoroughly reading and studying each week's assigned readings and by actively participating in weekly hands-on activities and discussions. In consideration of your peers, you are expected to refrain from using various forms of technology such as laptops, text messaging, and cell phones for personal use during class time. In emergency circumstances, please set your cell phone to silent / vibrate mode before class begins and in the event you get a call quietly exit the classroom before answering.

The policy on attendance follows the Pre-K Program guidelines: "Attendance is expected and required in both classroom and field. This policy means either perfect attendance or documented absence(s) due to death or illness. Undocumented absences will result in a letter grade reduction per absence in courses or unsatisfactory grade in the field. A 'C' or above is required in all courses to be able to move to the next level. Students are responsible for communicating with all university faculty and/or school cooperating teacher to let them know reason of absence." Additionally, two tardies or two early departures from class or the field experience will adversely affect your final grade.

As educators in the near future you will be called upon to interact with young children, parents and colleagues in a respectful and professional manner. Both your field assignments and your in-class activities will provide occasions to demonstrate sensitivity to other people and their points of view, responsible and enthusiastic participation in group work that promotes the learning environment of the class, and individual initiative and reflexivity in evaluating your own work and critiquing others. During our first session we will develop a rubric for assessing the Demonstration Lessons.

Field Requirements:

In consultation with your mentor teacher, you will select one student to tutor. Interns assigned to Pre-K- 1st Grade should work with an "average," on grade level student and interns assigned to Grade 2 and above should work with a child who is having difficulty reading BUT is NOT receiving special education services (IEP, special education, etc).

I. Reading Assessment Report: You will provide ongoing assessments and tutoring to the student throughout your field placement. During your initial session with your student you will conduct an ORAL interest inventory. In subsequent sessions with your student you will select and administer reading assessments and you will also be keeping observational notes, anecdotal records, work samples, checklists, reflections, etc.

II. Individual Tutoring Lessons:

In conjunction with the reading assessments described above, you will design 20 minute tutoring sessions for the student. All tutoring sessions must support the student's demonstrated reading needs as indicated by the assessments you have administered. You will select and provide the appropriate skill and/or strategy activities. These activities should complement the classroom activities. You will keep a daily tutoring log that includes: 1) Specific and detailed description of the activities and type of instruction you provided; 2) A reflection critiquing each session, and 3) Specific details describing how the student is responding to each session.

NOTE: Because reflections need to be completed immediately after working with the student in order to accurately assess your student's performance and progress I strongly suggest that you make arrangements with your mentor teacher to take 15 minutes after each tutoring session to complete the necessary follow-up reflections, notes, copies of work samples, etc. before resuming your classroom responsibilities. If, for any reason, you are unable to tutor your student on a particular day, a signed and dated statement explaining why you did not tutor is required from your mentor teacher.

III. Reading Lesson Plans

You will design and implement a minimum of two reading lessons that are compatible with your classroom's reading curriculum. These lessons may be reading instruction or reading immersion in nature and may be taught whole class or small group depending upon the needs of your classroom. HOWEVER, these lessons may not be used for the individual tutoring lessons referenced above.

In-class Requirements:

Case Study: Using the Reading Assessment Report and the Individual Tutoring Log from your Field Experience you will write a formal report including background information, tests administered, observations, summary and recommendations for instruction. You will also insert your tutoring log and appendices such as work samples, assessment sheets, etc. The format for your case study should be based on the examples in Chapter 10 of McKenna & Stahl (2003).

Reading Lesson Plans: Use the Early Childhood Lesson Plan format (Objectives, Content, Materials, Introduction, Procedures, Closure, Assessment, Modifications, Reflections – see attached) for the two formal lesson plans that you will submit to me. These lesson plans should be approximately 2.5 – 3 typed pages in length.

Demonstration Lessons: Working in groups of 3/4, you will sign-up to teach two skill or strategy activities and two formal or informal assessments based on that week's topic. One activity and assessment will target grades Pre-K-1 (using and referring to Johns, Lenski, & Elish-Piper) and the other activity and assessment will target grades 2-5 (modifying Johns, Lenski & Elish-Piper or other course materials). Activities and assessments selected need to further demonstrate ways to teach the week's topics. A rubric will be developed in class during the first session for assessing the demonstration lesson presentation.

You will submit a written description, including title of skill or strategy, suggested grade level(s), objective(s), materials and procedure. Be creative in searching for and demonstrating lessons, activities, games, etc. and assessments that further enhance the week's topic. Activities and assessments should involve class participation as well as the visual, auditory and tactile modalities. (i.e. charts, pictures, websites, choral reading, chanting, manipulatives, body gestures). You will provide an explanation for the activities and assessments your group has selected and provide all necessary materials to complete the activities. (Plan for 30 people).

Assessment Project (& Weekly Assessments)

This course requires substantial reading, ongoing review and practical experience of assessments outside of and prior to weekly class meetings. To evaluate your preparedness weekly chapter assessments will be given. Working in groups of 3/4 you will take turns designing, administering and grading these assessments. The graded assessments will be turned in to the instructor. The assessment will be administered at the beginning of the class period and immediately following its completion your group will explain why you designed and chose the assessment. Please provide 30 copies and all necessary materials to complete the assessment. Arrangements will be made in scheduling so that no one is engaged in a demonstration lesson and an assessment project during the same week.

Final Exam: The final exam will be comprehensive of all material covered during the course and is to be an individual effort. The Academic Honesty policy regarding collaboration with other students applies to the final exam.

Academic Honesty: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." All students admitted to the University of Georgia agree to abide by the code when they sign the UGA admissions application. Please read the UGA Academic Honesty policy, *A Culture of Honesty: Policy on Academic Honesty*, which can be found at http://www.uga.edu/ovpi/honesty/culture_honesty.htm .

Other Important Information

- **A note on written work:** Your written assignments and exams for this course will be primarily assessed by the clarity, depth and insight you demonstrate. However, in addition to the substance of your ideas, you will also be assessed for how you present the information stylistically. As teachers you will be called upon to express yourselves in writing on a number of different occasions including your communications with your students' parents. Beyond physical neatness, it is important that your work be

characterized by correct grammar, proper punctuation, and correct spelling. Please double-space and use 12-point font and one-inch margins for your observational write-up and lesson plans.

- **A note on religious observances:** On August 2, 2006, the Office of Student Affairs issued the following statement: “Many of our faculty, staff, and students commemorate various events that are of import to their particular religions. Our institutional practice is to make every reasonable effort to allow members of the University community to observe their religious holidays without academic penalty. Absence for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who miss classes, examinations, or other assignments as a consequence of their religious observance should be provided with a fair alternative opportunity to complete such academic responsibilities. Students must provide instructors with reasonable notice of the dates of religious holidays on which they plan to be absent.” Please contact me prior to your religious observance so that we can make the necessary arrangements to adjust the schedule of your assignments.
- **A note on special needs or disabilities:** Please see me during the first two weeks of classes to discuss and plan modifications, if needed.