

THE UNIVERSITY OF GEORGIA
College of Education – Department of Language and Literacy Education
READ 3430: Reading Assessment in the Elementary School

Instructor: Lee Williams
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Time and Location: Thursdays, 12:30 – 4:45; 319 Aderhold Hall
Office Hours: After class or by appointment

Overview of the Course

READ 3430, “Reading Assessment in the Elementary School,” is the second course in the reading sequence for the ECE program. It is important to note that reading, literacy, and language arts content and instruction are addressed also in two other courses: ELAN 3110 “Children’s Literature and Oral Language, Grades P - 5,” and ELAN 4120, “Language and Literacy, Grades P – 5.” Thus, this 4-course block should be viewed as a unified set of courses that prepares ECE majors to teach children to develop proficiency and interest in reading, writing, oral language, and children’s literature.

READ 3430 will help you to understand the principles and practices of good reading/literacy assessment in order to be able to administer and interpret several reading diagnostic instruments. Through participation in class activities, administration of assessments, and tutoring, you will have the opportunity to expand your knowledge of literacy instruction.

Course Objectives

- Explore the role of the teacher as a reading/literacy instructor and assessment decision maker
- Discuss how alternative assessment as well as standardized test scores inform instructional decision making, facilitate parent/child conferences, and allows children to have a voice in reflecting upon their reading strengths and needs
- Select, administer, and interpret reading assessment instruments
- Make instructional recommendations based on assessments; tutor a child; and write a formal report
- Explore how a variety of strategies and assessments can be adapted to fit individual needs
- Explore issues of culture as it relates to language and reading

Required Text

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

Please note that the course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

Course Requirements

1. Class Attendance. Because many of the topics and considerable content covered in the course are communicated by way of class demonstrations, class activities, and class discussions, attendance is crucial for a full understanding of course material. Therefore, attendance will be a factor in computing your grade. Points will be deducted if you arrive late or leave early. Your final course grade will be lowered one letter grade if you have more than one absence.

2. Participation. Showing up for class isn't enough—you must actively participate in the activities and discussions. In fact, the extent to which we achieve the objectives of this course will depend on the quality of our class discussions. Quality participation involves going beyond reciting obvious facts from the readings to include such things as synthesizing material from multiple classes and/or readings and presenting alternative views and perspectives. Each student's participation will be evaluated after each class meeting.

3. Readings and Responses. This requirement involves reading and responding to articles, chapters, or Internet documents that address the core components of READ 3430. These readings come from several sources: (a) the required textbooks; (b) full-text articles that are available in electronic copy through the "Academic Search Premier" (at EBSCOhost)" database available through GALILEO on the UGA libraries web site <https://libs.uga.edu/> The password is _____; and (c) Internet documents. All due dates are listed on the calendar. Please note that the grade points are awarded for responses turned in on time. It will be your responsibility to remember to turn in your response in class, placing them in your designated file folder. Responses turned in after the class at which they are due will be considered late and not awarded the on-time points. Substantive criteria for evaluating the responses include whether you respond to the readings, and your compliance with standards for grammar, mechanics, and style (see scoring rubric for more information).

Do not dedicate more than one sentence in your responses to summarizing or paraphrasing the readings, but do make specific references to the readings within your response. Your response must be **integrative**, that is, a written commentary that addresses all the readings for the week and that extracts critical, important themes or key ideas. Please be sure that your name and the date appear on all responses. The following rubric will be used to evaluate your responses:

Category	Possible Points	Evaluation Criteria					Points Earned
Response turned in weekly	2	0	1	2			
Specific references to readings	2	0	1	2			
Thoughtful, insightful response to readings	4	0	1	2	3	4	
Grammar, mechanics, usage, neatness, spelling, compliance with required guidelines	2	0	1	2			
TOTAL POINTS	10						

4. Team lesson plan presentation. This assignment requires small groups (3-4 students per group) to select a lesson plan from the website www.readwritethink.org related to the topic for the scheduled class. The lesson presentation may include: discussion, demonstration, or interactive participation by the entire class. Be creative! Each presentation should be

approximately 20 minutes in length. Please prepare a one-page handout for all class members and the instructor. Include: (a) the names of all group members; (b) citation information; and (c) a listing of the key ideas from the lesson plan and how an ECE teacher might adapt or extend the ideas.

5. Case Study. With your mentor teacher, you will choose one student to tutor. You should work with a child who is having difficulty reading but is not receiving special education services (EIP, Title I, Special Education, etc.). Ongoing assessment and tutoring will be provided by the intern throughout the placement. During one of the half-day visits, you should administer an interest inventory (to be discussed in class). **This should be done in conversation with the student and is not to be given as a written task.** Assessments of the child's reading skills are to take place the first full week of the field experience. Specific assessment tools will be discussed in class, and you will be expected to choose the appropriate assessments for the student. In addition, informal observations and checklists may be used. On the basis of the assessments, you will design a daily, 30 minute tutoring program for the child to be implemented during the last three weeks of the field experience. During the 15 days allotted for this assignment, you will tutor on at least 10 of those days. The tutoring sessions should support the child, include specific reading strategies and skills identified as a result of the assessments, and should fit within the context of other classroom activities. You are expected to keep a daily tutoring log that includes: (a) lesson plans for the tutoring session; (b) a reflection critiquing how the session went, and (c) specific details on how the child is responding and next steps that should be taken. This reflection should be completed as soon as the tutoring session is over each day.

The Case Study Report should include the following: (From Stahl and McKenna, Ch. 10)

1. Background Information
2. Tests Administered
3. Observations During the Study
4. Summary and Recommendations for Instruction
5. Appendices (interest inventory, assessment sheets)
6. Tutoring Log

(Each of the above requirements will be discussed in detail in class.)

6. Professional Book Club Project. You will choose a professional book on a literacy topic of interest and form professional book clubs. The topics of the books may include phonemic awareness, phonics, fluency, vocabulary, comprehension, or any other literacy topic you would like to learn more about. Book talks will be given throughout the first part of the semester and final selections will be made before entering the full-time field experience. Each Club will then determine how the reading will get done and will design a rubric or supportive project to synthesize your learning.

7. Final Exam. A written, in-class final exam will be given that will require demonstration and knowledge of appropriate classroom assessments and instruction.

8. A note on professionalism. It is important to be aware of the professional nature of the field you are entering. Parents and caregivers entrust to elementary teachers their most precious possessions—their children. As a result, teachers have a tremendous responsibility involving the care and education of the children in their classes. During the field experience, you will have opportunities to develop professional behaviors that include: (a) being prepared and timely when fulfilling all instructional responsibilities; (b) interacting with children in a warm, respectful, professional manner; (c) communicating with parents clearly, honestly, and tactfully; (d) maintaining the confidentiality of information about students and families you teach (use first name pseudonyms, not actual names, when referring to students in class or in written materials); (e) cooperating with colleagues through planning and instruction; (f) putting forth the greatest effort possible to enable the children you teach to grow and develop intellectually, emotionally, and socially.

Additional Information

Preparation of written work. This is an upper-division university course, so you are expected to exhibit competence in your written work. In addition, given that the focus of this course is literacy teaching and learning, it is essential that you demonstrate high levels of literacy for students in current and future classrooms and in written professional communications with colleagues, administrators, and parents. Therefore, your written products in this course will be graded not only for substance in your writing (what you say—it’s clarity, depth, insight) but also with regard to the form of your written work (how you present the information stylistically). Correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will be part of the grading process.

Academic honesty. Please be aware of and comply with the UGA “Academic Honesty Policy (A Culture of Honesty)”, which can be found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm.

Disabilities and health-related issues. Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with the instructor as soon as possible.

UGA inclement weather policy. Please be aware of the UGA Inclement Weather Policy regarding the possible closings of the university on the main homepage www.uga.edu.

Requirements	Total Points
Participation <ul style="list-style-type: none"> ▪ attendance ▪ class involvement 	15
Team Lesson Plan Presentation	10
Weekly Responses and quizzes	15
Case Study	25
Professional Book Club Project	10
Final Exam	25
Total Possible Points	100

A	95-100
A-	90-94
B+	88-89
B	85-87
B-	80-84
C+	78-79
C	75-77
C-	70-74
D+	68-69
D	65-67
D-	60-64
F	59 and below

Date	Topics	Readings, Activities, and Assignments Due
Class 1: January 11	Introductions & Overview <ul style="list-style-type: none"> ▪ Course content and requirements ▪ Introduction to Reading Assessment 	1. McKenna and Stahl, Chapter 1
Class 2: January 18	General Concepts of Assessment Informal Reading Inventories	1. McKenna and Stahl, Chapters 2 and 3 DUE: RESPONSE TO READINGS GROUP PRESENTATION <i>Vocabulary</i>
Class 3: January 25	Fluency	1. McKenna and Stahl, Chapter 4 DUE: RESPONSE TO READINGS GROUP PRESENTATION <i>Fluency</i>
Class 4: FRIDAY, February 2 Room 119	Emergent Literacy	1. McKenna and Stahl, Chapter 5 DUE: RESPONSE TO READINGS GROUP PRESENTATION <i>Phonemic Awareness</i>
Class 5: FRIDAY, February 9 Room 119	Word Recognition and Spelling	1. McKenna and Stahl, Chapter 6 DUE: RESPONSE TO READINGS GROUP PRESENTATION <i>Phonics</i>
Class 6: FRIDAY, February 16 Room 119	Comprehension Strategic Knowledge	1. McKenna and Stahl, Chapters 7 and 8 DUE: RESPONSE TO READINGS GROUP PRESENTATION <i>Comprehension</i>
Class 7: February 22	Affective Factors Preparing a Clinic Report	1. McKenna and Stahl, Chapters 9 and 10 DUE: RESPONSE TO READINGS GROUP PRESENTATION <i>Vocabulary</i>
February 26- March 30	Full-time field experience and UGA Spring Break	
Class 8: April 5	Teachers and High-Stakes Testing	1. Book Club readings 2. Stewart, M. T. (2004). Early literacy instruction in the climate of No Child Left Behind. <i>The Reading Teacher</i> , 57, 732-743. GROUP PRESENTATION <i>Phonics</i>
Class 9: April 12	Struggling Readers	1. Book Club readings 2. Valencia, S. W., & Buly, M. R. (2004). Behind test scores: What struggling readers really need. <i>The Reading Teacher</i> , 57, 520-531. GROUP PRESENTATION <i>Fluency</i>
Class 10: April 19	Culture, Technology, and Assessment	1. Book Club readings 2. Helman, L. (2005). Using literacy assessment results to improve teaching for English-language learners. <i>The Reading Teacher</i> , 58, 668-677. GROUP PRESENTATION <i>Comprehension</i>
Class 11: April 26	Course wrap-up	FINAL EXAM