

The University of Georgia
College of Education
Department of Language and Literacy Education

READ 3430
READING ASSESSMENT IN THE ELEMENTARY SCHOOL
Spring 2009

Instructor: Amy Alexandra Wilson
301 D Aderhold Hall
aawilson@uga.edu (preferred method of communication)
(801) 633-7638
Time and Location: Tuesdays from 1:00-4:45, Aderhold 409
Office Hours: By appointment

Overview of the Course

READ 3430 addresses methods for assessing children's reading from the time that they enter preschool until they leave the fifth grade. Students who participate in this course will learn how to formally and informally assess various aspects of children's reading, analyze these assessments, and plan appropriate subsequent instruction. Elementary education majors take this course as a complement to READ 3420, Reading Instruction in the Elementary School, and as part of a larger sequence of language education courses including ELAN 4120 (Language and Literacy) and ELAN 3110 (Children's Literature and Oral Language).

Course Objectives

- To become familiar with a variety of literacy assessments, including when and how they should be used.
- To learn how to analyze data from formal and informal assessments that indicate multiple facets of children's reading practices.
- To make instructional decisions and recommendations based upon literacy assessments.
- To explore how assessments and instructional strategies can be adapted to fit the needs, strengths, and interests of individual learners.
- To evaluate the strengths and limitations of various standardized, formal, and informal assessments.
- To discuss how literacy assessments can be implemented in ways that meet both the needs of individual children as well as district and state requirements.

Course Texts

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

Tompkins, G. E. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Additional texts as assigned by the instructor.

Course Centerpiece: Student Case Study

With your mentor teacher, you will choose one student to assess and instruct in a one-on-one tutoring setting throughout the duration of your field placement. If you are assigned to grades K-1, please choose an “average” reader; if you are assigned to grades 2-5, please select a child who is having minor difficulties with reading and who is not receiving services through a special education program. Before the end of the Friday visits and after consultation with your mentor teacher, you should have in mind the student whom you want to tutor.

It is recommended that you work with the student on a daily basis, providing instruction based on the assessments that you’ll administer, all of which we will learn about in class. However, under the understanding that circumstances may prevent you from tutoring your student daily, the minimum requirements for the case study are the following: you’ll administer six different assessments that are appropriate for the student, write and implement instructional plans for five different 30-minute tutoring sessions based upon the information you learned from the assessments, evaluate how the sessions went, and provide specific details about how the student responded. By the end of the semester, you will submit a final report of your tutoring sessions to the instructor, along with recommendations for the type of instruction you believe the child would benefit from in the future.

Course Content

Date	Topics	Readings and Assignments Due
Class 1 January 13	What Is Assessment? <ul style="list-style-type: none"> • historical views of assessment • types and uses of assessment (e.g., norm-referenced, standardized, informal, national, state, etc.) • relationship between assessment and instruction • “grade levels” • differentiated instruction 	

<p>Class 2 January 20</p>	<p>Affective Factors</p> <ul style="list-style-type: none"> • motivation • self-perception • attitude • interest • environment <p>Text Factors</p> <ul style="list-style-type: none"> • readability 	<p>Readings Due:</p> <ul style="list-style-type: none"> • Chapter 2, “General Concepts of Assessment,” in McKenna and Stahl <p>Assignment Due:</p> <ul style="list-style-type: none"> • none
<p>Field Date: January 23</p>		
<p>Class 3 January 27</p>	<p>Emergent Literacy</p> <ul style="list-style-type: none"> • concepts about print • phonemic awareness 	<p>Readings Due:</p> <ul style="list-style-type: none"> • Chapter 9, “Affective Factors,” in McKenna and Stahl • pp. 175-177, “Assessing the Readability of Materials,” in McKenna and Stahl <p>Assignment Due:</p> <ul style="list-style-type: none"> • conversation with field placement teacher (final due date is flexible; will not accept after April 28)
<p>Field Date: January 30</p>		
<p>Class 4 February 3</p>	<p>Early Literacy</p> <ul style="list-style-type: none"> • phonics • developmental spelling • word recognition 	<p>Readings Due:</p> <ul style="list-style-type: none"> • Chapter 5, “Emergent Literacy,” in McKenna and Stahl • Instructional Activities Readings on WebCT under “Emergent Literacy” <p>Assignment Due:</p> <ul style="list-style-type: none"> • case one: data analysis and suggested instruction
<p>Field Date: February 7 (select student)</p>		
<p>Class 5 February 10</p>	<p>Informal Reading Inventories</p> <ul style="list-style-type: none"> • informal reading inventories • reading miscue analysis • running records 	<p>Readings Due:</p> <ul style="list-style-type: none"> • Chapter 6, “Word Recognition and Spelling,” in McKenna and Stahl • Instructional Activities Readings on WebCT under “Early Literacy”

		<p>Assignment Due:</p> <ul style="list-style-type: none"> • case two: data analysis and suggested instruction
<p>Class 6 February 17</p>	<p>Comprehension and Strategic Knowledge</p> <ul style="list-style-type: none"> • types of questions • retellings • think-alouds • cloze tests <p>MIDTERM EVALUATION</p>	<p>Readings Due:</p> <ul style="list-style-type: none"> • Chapter 3, “Informal Reading Inventories,” in McKenna and Stahl • Instructional Activities Readings on WebCT under “Informal Reading Inventories” <p>Assignment Due:</p> <ul style="list-style-type: none"> • case three: data analysis and suggested instruction
<p>Class 7 February 24 (Note: Instructor will be presenting at IRA Convention.)</p>	<p>Special Interest Topics</p> <ul style="list-style-type: none"> • English language learners • self-assessment • portfolios • writing instruction and assessment: ideas, organization, and mechanics • writing assessment: style (voice, word choice, and sentence fluency) • assessing discussions 	<p>Readings Due:</p> <ul style="list-style-type: none"> • articles on special interest topics <p>Assignment Due:</p> <ul style="list-style-type: none"> • presentation handout and self-evaluation
<p>Class 8 March 3</p>	<p>Additional Assessments</p> <ul style="list-style-type: none"> • fluency • vocabulary • anecdotal records <p>(select assessments to administer to case study student)</p>	<p>Readings Due:</p> <ul style="list-style-type: none"> • Chapter 7, “Comprehension,” in McKenna and Stahl • Chapter 8, “Strategic Knowledge,” in McKenna and Stahl • Instructional Activities Readings on WebCT under “Comprehension and Strategic Knowledge” <p>Assignment Due:</p> <ul style="list-style-type: none"> • case four: data analysis and suggested instruction
<p>March 9-13 Spring Break</p>		
<p>Week 1 Field Placement</p>	<p>Administer Assessments</p>	<p>Readings Due:</p> <ul style="list-style-type: none"> • Chapter 4, “Fluency” in

Friday, March 20		McKenna and Stahl Assignment Due: • student case study: assessments 1, 2, & 3
Week 2 Field Placement Friday, March 27	Administer Assessments	Readings Due: • none Assignment Due: • student case study: assessments 4, 5, & 6
Week 3 Field Placement Friday, April 3	Tutoring	Readings Due: • none Assignment Due: • none
Class 9 April 7	Standardized Testing • review and evaluate assessments and instruction observed in classroom • standardized testing	Readings Due: • none Assignment Due: • none
Week 4 Field Placement Friday, April 17	Tutoring	Readings Due: • none Assignment Due: • student case study: description of instruction
Class 10 April 21	Media Literacy and Critical Literacy • review and evaluate assessments and instruction observed in classroom • writing a case report • evaluating bias and usefulness • using technology	Readings Due: • Chapter 10, “Preparing a Reading Clinic Report,” in McKenna and Stahl Assignment Due: • none
Class 11 April 28	Teacher Self-Assessment • synthesis of course • evaluating reading instruction and classroom environment	Readings Due: • none Assignment Due: • final case study report
Final Exam Tuesday, May 5	Final Exam in Class	

12:00-3:00		
------------	--	--

Description of Assignments

(1) Conversation with teacher in field placement: Please ask the teacher with whom you are working the following three questions: (1) What kinds of assessments do you use to assess students' literacy in your classroom? (2) Which of these assessments do you find the most helpful or insightful? (3) Why are those assessments the most helpful? Immediately after the teacher has told you his or her answers, please record what you remember of his or her responses and post them on WebCT.

(2) Cases: During each instructional block, you will learn about different instruments and methods for assessing various aspects of students' reading practices. At the end of each block, you will receive a description of a student who has taken those assessments. You will write (1) a tentative analysis of those assessments, including a statement of the area in which you think the student could use additional literacy instruction; and (2) a brief description of multiple instructional activities you would try to build the student's literacy in this area.

(3) Presentation handout and self-evaluation: Along with members of your small group, you will select and read several articles or reputable websites on a subject regarding literacy assessment. This subject may be one listed on the syllabus; alternatively, you may come up with your own subject and find your own readings. You'll make a handout for the class and will give a 20-30 minute presentation on that subject. Then, at the end of the presentation, you will fill out a brief self-evaluation sheet of how the presentation went.

(4) Assessments for student case study: Throughout your field placement, you will collect anecdotal records, administer an interest inventory (which can be done informally as a conversation), and ask the student to retell a story to you. In addition, you will select three other assessments that would be appropriate to administer to your student. For each assessment, you will write (1) a copy or specific description of the student's responses; (2) your analysis of these responses; and (3) implications for your future instruction with this student. These assessments should be conducted during the first two weeks of your field placement.

(5) Instruction for student case study: Based on the information you learned from the assessments that you did, you will write instructional plans for five 30-minute tutoring sessions that you will conduct with the student. By the end of your field placement experience, you'll turn in a description of (1) your objective for each session; (2) the instruction you provided for each session; (3) the student's specific responses to your instruction; and (4) an evaluation of how you think each tutoring session went.

(6) Final case study report: As a final project, you'll prepare a final case study report based upon the child you have tutored. The case study report will include the following:

- (1) Background information
- (2) Assessments administered
- (3) Observations made during assessments
- (4) Tutoring logs
- (5) Summary and recommendations for future instruction
- (6) Appendices (student work and assessment forms, when applicable)

(7) Final Exam: The final exam will consist of questions that assess (1) your knowledge of the different areas of literacy we have discussed (e.g., vocabulary, fluency, comprehension, phonemic awareness, etc.); (2) your knowledge of how to assess these various areas; and (3) your knowledge of how to plan instruction based upon information gathered from assessments.

Grades

Assignment	Available Points
Interview with Mentor Teacher	8
Cases	32 (8 per case)
Presentation	10
Assessments for Case Study	30 (5 per assessment)
Instruction for Case Study	40 (8 per tutoring session)
Final Case Study Report	60
Final Exam	20
Total Possible Points	200

Course grades will be determined as follows:

Points: A = 180-200; B = 160-179; C = 140-159; D = 120-139; F = 0-139
(Percentage: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59)

Additional Information

Class Attendance: Many of the topics and content covered in this course are taught and communicated by way of classroom demonstrations, activities, and discussions.

Therefore, attendance is vital to understanding course material, and it will be a factor in computing final grades. For an absence to be considered excused, please notify the instructor before class via email with a valid reason for missing class and please be responsible for missed information. Any unexcused absence will result in ten points deducted from the point total of your grade. People who miss two or more classes will have accrued “an excessive number of tardies and absences” (UGA Bulletin) and may be subject to withdrawal from the class. Moreover, two points will be deducted for each unexcused tardy.

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/honesty/ahpd/culture_honesty.htm All academic work must meet the standards contained in this document.

Health Concerns: Students with disabilities or other health-related issues who need accommodations should make an appointment to meet with the instructor as soon as possible.

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 possession—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 being prepared and timely when fulfilling instructional responsibilities; interacting with children in a warm and respectful manner; communicating with parents clearly and tactfully; maintaining the confidentiality of students you teach; cooperating with colleagues through planning and instruction; and putting forth the greatest effort possible to enable the children you teach to develop intellectually, emotionally, and socially.

Please Note: Deviations to the syllabus may be required.

