LIST 4376: Assessment in Literacy Learning, Section 001

Summer II, 2015

Instructor Information:

Instructor: Dr. Dana Owens  
Office: 5 Trimble Hall  
E-Mail: arrowood@uta.edu

Phone: (817) 272-7449  
Fax: (817) 272-2618  
Mailbox: 3rd Floor Science Hall

Office Hrs: Monday 3:00-4:30  
Tuesday 3:00-4:30

Other times by appointment

Instructor Web Site: http://www.uta.edu/faculty/arrowood  
Course Web Site: http://elearn.uta.edu

Course Information:

Course Title: Assessment in Literacy Learning  
Course Number: LIST 4376  
Semester: Summer II, 2015

Course Location and Time: Monday – Thursday 1:00-3:00 in Trimble Hall 111

Catalog Description

This course examines a variety of formal and informal assessment tools of reading and language arts learning. Strategies will be taught for helping children with various reading and language arts needs. Students will apply reading and writing assessment and instructional strategies with children.

Course Prerequisites:

College of Education Eligibility for Admission and Enrollment

Students seeking admission to the College of Education must meet specific criteria set by the College of Education and complete or satisfy the following requirements for unconditional admission:

- Satisfying the University's credit hour requirements for admission to a degree plan as outlined on p. 37 of the catalog.
- Petition for admission.
- Submit transcripts from each college or university the student has attended (reflecting all current/completed semesters).
- Meet College of Education requirements on the TASP: Reading-270; Writing-220; Math-230.
- Have a GPA of at least 2.75 (overall or for the last 60 hours, whichever is higher).
Any other assessment requirements deemed necessary by the College of Education and Health Professions.

Textbook(s) and Materials:


Texas Essential Knowledge and Skills (TEKS)-English Language Arts and Reading-You do not need to print the information provided through this link below, but you will be referring to them in this course, other courses in your program of study, and in your future teaching.

Link: [http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html](http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html)

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders Revised 2007, Updated 2010-You do not need to print this information, but you will be using this link in this course, in other courses in your program of study, and in your future teaching.


Tk20: The College of Education and Health Professions is implementing Tk20, a comprehensive data management system that will provide powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called TK20 HigherEd. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your key assessments and performance artifacts online, which you will be able to access and use beyond graduation. This will enable you to present documented performance data and information to prospective employers, who are increasingly interested in data-supported evidence of an individual’s current and potential performance.

- Submit forms online, including applications for field-based experiences such as student teaching, practicum, internships, or other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.

- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.

- Monitor your progress throughout the program and have access to a fully documented record of your program performance, creating a vested partnership between you and faculty in your progress through your academic program.

On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to [http://www.uta.edu/coehp/tk20](http://www.uta.edu/coehp/tk20). We appreciate your hard work and dedication toward completing your program.
University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:

Effective teaching
Active learning
Quality research
Meaningful service

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

National Standards:

NCATE has approved national guidelines for program areas. These guidelines were developed by professional associations that are constituent members of NCATE.

You may find detailed information regarding these program standards at the following website: http://www.ncate.org.

Go to the following link, http://www.ncate.org/standard/. Then, scroll down to the professional organization for your teaching field and click on the associated
program standard links. The teaching standards of professional organizations and related teaching fields are addressed through learning experiences of this course.

National Teacher Preparation Standards-Early Childhood (EC-4)

<table>
<thead>
<tr>
<th>National Association for the Education of Young Children (NAEYC) (EC-6)</th>
<th>Association for Childhood Education International (ACEI)</th>
</tr>
</thead>
</table>

Elementary Education Standards and Supporting Explanation

CONTENT OF THE STANDARDS

What should elementary teacher candidates know and be able to do to have positive effects on student learning? This is the text of the standards for elementary teacher candidates.

### Development, Learning, and Motivation

1. Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

### Curriculum

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

### Instruction

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

### Assessment

---

Page 4 of 15
Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

State Domains and Competencies:

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Learning Outcomes: This section must be complete as per UTA policy.

In regard to measurable learning outcomes, university students/candidates will be able to:

1) select quality literature to read aloud to a student in conducting a case study; (National and State Standards: ACEI Standard 2.1; TX-TEXES-COMP.GEN.EC-6 Standard I, Standard X)
2) discuss literature upon reading aloud to a student by sharing personal responses to literature in conducting a case study; (National and State Standards: ACEI Standard 2.1; TX-TEXES-COMP.GEN.EC-6- Standard I, Standard X)

3) ask a student to retell a story, assess the students’ ability, and write to communicate results of the instruction and assessment in conducting a case study; (National and State Standards: ACEI-Standard 1 and 4; TX-TEXES-COMP.GEN.EC-6-Standard I, Standard X)

4) provide the following assessments related to word study/word recognition/word identification for a child and write to communicate results of the instruction and assessment: letter-name knowledge, high-frequency words/sight words, writing vocabulary/spelling, Latin roots and derivations, applying phonics generalizations, applying structural analysis generalizations in conducting a case study; (National and State Standards: ACEI Standard 2.1 and 4; TX-TEXES-COMP.GEN.EC-6-Standard II, Standard III, Standard IV, Standard V, Standard X)

5) provide a shared reading experience and/or independent reading experience for a student and write to communicate results of the instruction and assessment in conducting a case study; (National and State Standards: ACEI Standard 2.1 and 4; TX-TEXES-COMP.GEN.EC-6- Standard II, Standard V, Standard VI, Standard X)

6) provide a writing experience for a student and write to communicate results of the instruction and assessment in conducting a case study; (National and State Standards: ACEI Standard 2.1 and 4; TX-TEXES-COMP.GEN.EC-6- Standard II; Standard III; Standard V; Standard VIII; Standard IX, Standard X)

7) write a detailed report for a case study that provides an analysis of a student’s abilities in literacy development, thereby providing information related to the student’s abilities prior to instruction and progress over time upon receiving learning experiences; (National and State Standards: ACEI Standard 2.1 and 4; TX-TEXES-COMP.GEN.EC-6- Standard IV, Standard X)

8) administer and analyze a running record to determine a student’s independent, instructional, and frustration reading levels and cues student uses during reading; (National and State Standards: ACEI Standard 4; TX-TEXES-COMP.GEN.EC-6-Standard X)

9) designate which aspect of phonics or structural analysis is being focused upon during learning experiences and whether the focus is phonics, structural analysis, sight vocabulary, or context clues is the focus; (National and State Standards: ACEI Standard 1; TX-TEXES-COMP.GEN.EC-6-Standard V)

10) designate which aspect of phonics or structural analysis is being focused upon during learning experiences and whether the focus is phonics, structural analysis, sight vocabulary, or context clues is the focus; (National and State Standards: ACEI Standard 1; TX-TEXES-COMP.GEN.EC-6-Standard V)

11) write a learning log entry for each professional reading of the course, responding to questions, thereby focusing upon major ideas and details along with synthesizing ideas read pertaining to fostering discussion and talk related to reading and writing instruction, children’s reading levels, organizing instruction, fluency, strategies of competent readers, assessment tools, procedures for assessing dyslexia and referral to special education dyslexia, development of written composition knowledge of writing conventions, development of research skills and writing reports. (National and State Standards: ACEI Standard 1; TX-TEXES-COMP.GEN.EC-6- all Standards I- Standard XII)
**Attendance and Drop Policy:**

**Class Attendance**
If a student is absent for any reason he/she needs to arrange with a classmate to copy notes and handouts. All cooperative classroom activities and quizzes will be assigned points. Since these activities require student’s participation in specific class periods, the activities cannot be made up at any other time. Therefore, on the second absence (whether excused or unexcused) the student’s grade will drop one letter grade.

Partial absences will be counted (e.g. coming late/leaving early) **2 partial absences will equal 1 absence.**

**Adds and Drops**
Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

- A student may not add a course after the end of late registration.
- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

**Policies:**

- You are responsible for reading the chapter assignments and other readings as assigned.
- There will be 3 exams.
- Your lowest exam grade will be dropped. Should you be absent on the day exam 1 or exam 2 is given, you will take the final exam.
- Assignments are due on the date and time specified in Blackboard.
- Assignments turned in after the time due will only receive 75% of the total points possible for those submitted on time.
- Though content is the major criterion for evaluation, writing style, spelling, neatness, etc. are also considered in grading.
- Assignments will be written in complete sentences and there will be no misspelled words.
- All assignments must be word processed unless otherwise stated.
- Students are expected to observe classroom etiquette and common courtesy to the instructor and fellow classmates.
- Students may not work on assignments for other classes during class. Students may not engage in off task behaviors such as talking on cell phones and texting in the classroom.
- When someone is speaking in class, whether it is your instructor or a classmate, all talking will stop.
- Keep backup copies of all assignments.
- The instructor reserves the right to make changes to the syllabus and calendar.
Policy and Guidelines for Professional Dispositions in the College of Education and Health Professions, The University of Texas at Arlington

I. Professional Dispositions Statement (Approved by Teacher Education Council, 2-7-2012)
The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.
Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

II. PROFESSIONAL DISPOSITIONS GUIDELINES
The following Professional Dispositions Guidelines are to be followed by all students in COEHP. The standards referenced are those of the Texas Administrative Code. Students are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, K-16 students).
  - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
  - Accepts decisions made by institutional authority (no means “no”).
  - Treats others in a just and equitable manner.
- Maintains composure and self-control.
  - Responds positively to constructive criticism.
  - Follows appropriate channels of communication/authority.
  - Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
- Complies with class and program requirements
  - Attends classes, trainings, and field experiences.
  - Arrives on time and remains for the duration.
  - Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.
- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and TEA/professional specialty program area standards

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
- Displays personal appearance and/or hygiene appropriate for professional settings.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
- Uses appropriate and professional language and conduct.
- Works effectively, collaboratively, and equitably with others.
- Receives feedback in a positive manner and makes necessary adjustments.
- Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
- Follows school and state regulations in electronic contacts made with students, parents, administrators, professors and others professionals.
- Uses UT Arlington email as official university form of electronic communication and information.
• Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.


2Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

Tentative lecture/topic schedule:

July 14  Course Introduction
        Reading Assessment and Instruction

July 15  Reading assessment in the classroom
        Response to intervention (RTI): Differentiating reading instruction for all readers

July 16  Interest inventories
        Word lists

July 20  Speaking and listening
        Children’s Concepts about Print

July 21  Phonemic Awareness and Alphabetic Principle
        Alphabetic Knowledge and Letter Naming

July 22  Phonics and Decoding Skills

July 23  Assessing Phonemic Awareness
        Attitude Surveys

July 27  Reading Fluency

July 28  Assessment of Children’s Literature Reading

July 29  Exam 1

July 30  Running Records
        Retellings

August 3  Strategies for Teaching Literature

August 4  Assessing Students’ Comprehension of Informational Texts

August 5  Strategies for Teaching Informational Texts

August 6  Spelling and Writing
        Dyslexia

August 10 Assessing spelling and writing

August 11 Exam 2
Assignments:

1. Case study (50 pts.)

Due: 8/11

You will work with a student who recently completed a grade between first through sixth grade. You will meet with the student for no less than five sessions, spending 45 minutes-1 ½ hours with the student, depending upon how much time is spent during each session and how many sessions are needed. During this semester, you will work with the child for a minimum of five-six hours. In making these arrangements, it is important to ask about and consider the student’s schedule as well as your own. If the student is going out of town or has a busy schedule during this course, then you perhaps should reconsider your selection. It is not appropriate or fair to the student to combine sessions to meet requirements of the course. At the same time, it would not benefit you to not be able to complete the case study or not follow the guidelines of the assignment. Finding a place to meet with the student for each session should include finding a place free of noise and distractions. Your sessions with the student should be rewarding for both of you. You should be providing authentic, meaningful literacy experiences for the student, which, in turn, will be meaningful learning experiences for you. Please know you must follow guidelines for assessments that are discussed in your textbooks and in class.

Case Study Final Report (This is what is worth 50 points)

Begin your report with by introducing the student and describing the number of times you met with the student, the time spent with the student, and the overall structure of the sessions (as described in this syllabus). Subsequent section headings can be presented according to the assessments (e.g., Interest Inventory, Responses to Literature/Discussion). For each section, provide a description of an assessment, the student’s responses/your analysis. If you provided instruction, describe what you did and the student’s responses. Similarly, describe any changes or progress you observed. Provide a conclusion in the final section, where you provide for the reader a detailed overview of the student’s progress. In a final section with dividers, present the following supplementary documents: copies of the assessments with the student’s responses and a copy of your journal. Only the report itself will be posted in Blackboard, so what is written must clearly describe/stand on its own.

Please note: Time allotments for each part of a session are not provided. You will determine how much time is needed based upon the responses of a student. You will need to revise what you do if a student is becoming tired, restless, or frustrated. For example, you could plan to provide an assessment at another time, or you could choose a different book to read aloud. If a student asks you to reread a story or poem, you should do so, even if it means adjusting the schedule. At the same time, adhering to this schedule can ensure that various types of assessment and learning experiences take place. In other words, do follow this schedule. All of the parts of each session can make an important contribution. At the
same time, remain flexible, keeping in mind the interests and needs of the student.

**Case Study-Overview of Assessments**

What follows is a list of the assessments described in the schedule of each session you meet with the student. These can be the headings you use for sections in your case study.

- Interest Survey
- Responses to Literature/Discussion
- Retelling
- Elementary Reading Attitude Survey
- Shared Reading/oral Reading
- Letter-Name Knowledge (for children in or who have recently completed kindergarten and first grade) and/or Ability to Reading Sight Vocabulary/High Frequency Words (if students have started reading)
- Writing Vocabulary (if working with an emergent reader) or assessment of Ability to Spell Sight Words/High-Frequency Words
- Ability to Apply Phonics Generalizations
- Running Records
- Writing

2. Lesson Plans/Reflections (20 pts.) (see Blackboard and the calendar for due dates)

You will develop one lesson plan for each tutoring session. The lesson must incorporate children's literature, creative writing, assessment strategies, instruction, and recreational reading. You will have 1) a **Read Aloud** where you model good fluent reading for your student. The student will choose one of several books that you bring to the session that he/she would like to hear read. 2) You will administer an **Assessment**. Check the class calendar to see which assessment you need to give. 3) You will work with the child on word study or comprehension. This part of the session is called **Instruction** because you will be teaching your student during this time. 4) Next you must engage your student in a fun **Writing** activity. This is not about handwriting. It is creative writing. More details will be given in class. 5) The final part of the session is for **Shared Reading**. This is where you and your student will take turns reading a book of the student's choice. This book should be at the student's independent or instructional level.

Immediately after each session, fill in the journal entry where you record what took place and your reflections. Please be specific and include important details, such as what the child said and the name of a book read aloud (as opposed to saying the child liked the book and I read a picture book). This will be an invaluable resource when writing your case study report. Plus, it can be rewarding to look back at what took place once your sessions are completed. The lesson plan/reflection is turned in to me at the next class meeting following the session with your student.

A. **Read aloud a story/book or poem to the student**. In selecting literature to share, use the lists of literature provided by the course. Your instructor and librarians also can help you make good selections. Also, choose literature that you like. Share your responses to the book, telling the thoughts and feelings that come to mind to “invite” the student’s responses. The student spontaneously may share responses during and after you read. The student may respond to your comments. Please do not ask comprehension questions. These interactions should be authentic talking and not a test-like way to assess comprehension. If you share your responses in a genuine manner (akin to the way you talk about a book or movie with someone), students are apt to share, too. Some students are more reticent, and some become more comfortable sharing over time. If the student does not say anything after ample wait time, then you could ask the student...
how/he/she feels about the story/book/poem or what is his/her favorite part.

**Assessment-Responses to Literature/Discussion**

For assessment, you will observe and remember what the student says, aiming to be able to recall precisely what you said and what the student said. Record the discussion (not the reading aloud) to be able to listen to it later. Initially, children can be fascinated by the voice recorder or be self-conscious. Usually, they do not think about it after that. Right after the session, write down everything you can remember about the discussion to create an anecdotal account and anything you noticed about the student’s responses during and after reading (e.g. “Read that again.”). Analyze the discussion, considering your comments and the student’s responses during and after reading. Ideas to consider can include your comments and the student’s responses to what you said, the amount of talking and sharing that took place, ways the student responded other than talking (e.g., smiling, laughing), the nature of ideas shared, changes over time as you meet with the student.

**Assessment-Retelling**

After reading aloud a story, tell the student that you will be talking about the story, but first you would like for the student to retell what happened in the story. If the student hesitates at any point, you can provide a prompt, such as, “How did the story begin?” or “What happened next?” to help the student. Any prompts can be part of your documentation of what was said. Recording what was said can make it possible to document exactly what the students said. Retelling also can be used if a student reads a story independently.

**B. Provide instruction related to word study/skills.** Over the five or more meetings, you will provide the following assessments:

- **a. Interest Inventory** where you become acquainted with the student to learn about his/her interests, his/her feelings about school, and attitudes towards literacy (reading, and writing). The interest inventory takes place during the initial session. After initial assessments, time can be devoted to instruction in these areas and recording any mastery on part of the student.

- **b. Letter-Name Knowledge** (for children in or who have recently completed kindergarten and first grade) and/or **Ability to Read Sight Vocabulary/High Frequency Words** (if children have started reading)

- **c. Writing Vocabulary** (if working with an emergent reader) or assessment of **Ability to Spell Sight Words/High-Frequency Words and**

- **d. Ability to Apply Phonics and Structural Analysis generalizations** where you assess the student’s ability to spell words that feature phonics generalizations

**C. Provide shared reading and/or independent reading.** Using a poem or story, share the literature with the student when you meet. Read aloud the selection to make sure the student enjoys it. Reread it, inviting the child to join in. In subsequent re-readings, ask the student to point to each word as you read it or as you read it together, ensuring that the child makes a voice-print match. If the student can, let him/her read parts or all of it on his/her own. If you know that a student can read a short story or book, you can devote this time to independent reading. Students enjoy poetry if it is poetry that meets their interests and needs, and the same holds true for literature.
In selecting literature to share, use the lists of poetry and other literature provided by the course. Your instructor and librarians also can help you make good selections. Also, choose literature that you like. If you notice that a student does not like a selection, choose another to share. Therefore, be sure to bring more than one possibility when you meet with the student.

**Assessment - Shared Reading/Oral Reading**

For assessment, you will observe the student’s oral responses and progress and record your observations to document. You can administer a running record if the student is reading on his/her own.

D. *Provide a creative writing experience.* Give the student a note you have written to the student, and ask the student to write to you. Young children may respond through drawing, drawing and talking about the picture, scribbling, random letters, invented spelling, or a combination of these. You also can write when the student does (as you observe) to provide a model for the student.

**Assessment - Analyzing Children’s Writing**

What can the student do? First, what do you notice about the student’s ability to share meaning or establish content? If the student does write, what do you observe about the student’s mastery of the mechanics of writing, such as spelling, punctuation, and usage? What changes do you notice over time? For each sample of writing, develop an anecdotal record to record your observations/analysis.

2. **Presentation (PowerPoint or Prezi) (3 pts.)**

   **Due: 8/10**

This assignment provides visual documentation of your tutoring experience. For purposes of privacy please do not include your student’s last name or school. You will need to include a picture, but it does not need to be of your child. It can be a picture of a project you have done together or maybe favorite books read over the semester.

Your Presentation should include at least 5 slides:

- Title slide
- Introduction slide (give information about your child but do not use last name)
- Assessment results (student's strengths and weaknesses)
- Summary slide
- What you learned from working with your student
- You must include at least one picture or graphic
- Post it on the Discussion Board as well as in Blackboard Assignments

4. **Demonstrate a learning activity from one of the textbook chapters (5 pts.)**

   **Due: At the time the textbook chapter is covered**

You will be given the opportunity to sign up for an activity of your choosing on the second day of class. You will play the role of the teacher and your classmates will serve as your students. Please include handouts
necessary with your presentation in digital format.

Grade Calculation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans/Reflections</td>
<td>4/5 = 20</td>
</tr>
<tr>
<td>Chapter Activity</td>
<td>3</td>
</tr>
<tr>
<td>Presentation</td>
<td>3</td>
</tr>
<tr>
<td>Case Study</td>
<td>50</td>
</tr>
<tr>
<td>Exams</td>
<td>20</td>
</tr>
<tr>
<td>Participation &amp; Comments</td>
<td>4</td>
</tr>
</tbody>
</table>

The final grading scale for total points is as follows:
- 93-100 points = A
- 87-92 points = B
- 76-86 points = C
- 70-75 points = D
- below 70 = F

Email Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

American with Disabilities Act (ADA):

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107.
for more information and appropriate referrals.

**Academic Honesty:**

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

**Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.