EDRD 620
TEACHING READING AND WRITING IN FOREIGN/WORLD LANGUAGES IN PK-12 SCHOOLS
Spring 2005
Thursday 7:20-10:00 PM

Mailing Address:  
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COURSE OUTLINE

A. Course Description: This course provides an introduction to the reading/writing processes in foreign/second languages, research on reading comprehension, and effective teaching and assessment approaches for students in K-12 schools. Among the topics addressed are: reading goals and standards for foreign language learning; socio-cultural perspectives on reading and writing; multimedia computer-assisted reading; interaction between reading and writing; research on teaching reading and writing strategies; effective reading skills and strategies; and performance-based assessments of reading and writing.

Texts:

Required
(2) Required: CD Rom 50 Years of Northeast Conference Report – Price = $20 – Make checks payable to (Northeast Conf on the Teaching of Foreign Languages) NECTFL
(3) ACTFL Performance Guidelines K-12 Learners: Reading and Writing – found at www.actfl.org
(4) Subscribe (free!) On-line Journal, Reading in a Foreign Language http://nflrc.hawaii.edu/rfl
(5) Teaching Foreign Languages (TFL) Library Web: www.learner.org

Optional

B. Course Outcomes: Students completing EDRD 620 will ... 

1. Be able to demonstrate ability to teach reading and writing in a foreign/second language using the reading goals and standards for K-12 
2. Analyze recent research on the socio-cultural perspectives of reading/writing process for students in a foreign/second language 
3. Describe developmental stages of reading/writing and suggest appropriate instructional techniques for each. 
4. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading strategies 
5. Develop assessment activities for use in a foreign/second language reading/writing setting 
6. Incorporate multimedia in computer assisted reading in foreign/second language classes 

Students will be expected to use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet. Students are encouraged to attend any professional conferences in the Metro area.

C. Relationship to Program Goals and Professional Organizations

<table>
<thead>
<tr>
<th>Course Student Outcomes (above)</th>
<th>ACTFL/NCATE Standards Domain</th>
<th>INTASC Principles</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>2c, 3b, 4a, 4b, 4c</td>
<td>P7</td>
</tr>
<tr>
<td>2.</td>
<td>2a 3b</td>
<td>P3 P4</td>
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<tr>
<td>3.</td>
<td>3a 3b</td>
<td>P2 P3</td>
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<tr>
<td>4.</td>
<td>2c 3b 4a 4b 4c</td>
<td>P2 P3 P4 P6 P7</td>
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<tr>
<td>5.</td>
<td>4b 4c 5a</td>
<td>P8</td>
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<tr>
<td>6.</td>
<td>4c</td>
<td>P6</td>
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Key: TESOL/NCATE Standards and Domains
INTASC = Standards for Licensing Beginning Teachers, where P = principles

1. **Knowledge base for teaching in the foreign/second language classroom.** Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. **Utilization of research.** EDRD 597 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others teaching practices.

3. **Classroom teaching.** EDRD 597 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their student’s needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing
conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.

4. **Curriculum.** Students will develop the skills needed to design, implement foreign/second language teaching strategies.

**The EDRD 620 relationship to National and State Standards include:**
The American Council on The Teaching of Foreign Languages Standards for Pre-K-12 Students
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
National Board for Professional Teaching Standards (NBPTS)
Virginia Foreign Language Standards of Learning (SOLs)

**The EDRD 620 relationship to professional organizations include:**
EDRD 597 follows the guidelines and recommendations made by the American Council on the Teaching of Foreign Languages (ACTFL), the National Association for Bilingual Education (NABE), and the National Association for Multicultural Education (NAME). ACTFL along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. NABE and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals rights and needs.

**D. Course Delivery:**
This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning*. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection. Two options are offered on the mid term and final projects. Students are encouraged to select a project that has particular relevance to their own respective teaching circumstance. Rubrics are provided for the teaching simulation and midterm and final projects.

**Students With Special Needs:**
Students with disabilities that affect their ability to participate fully in the course or who require special accommodations are encourage to speak with the instructor so that appropriate accommodations might be arranged.
Students will be expected to...

1. Attend all class sessions, *arriving on time*, and actively participate during large and small group discussions and activities.
2. Complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline.
3. Purchase and maintain a three-ring binder which will be used for all course materials and should be brought to class every week.

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>In-Class Teaching Demonstration</td>
<td>30</td>
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<tr>
<td>Mid Term Project</td>
<td>25</td>
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<tr>
<td>Final Project</td>
<td>25</td>
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<tr>
<td>Readings, Participation &amp; Attendance</td>
<td>20</td>
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</tbody>
</table>

Using the designated ratings scale, requirements 1-5 will be added to calculate a final course grade.

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<thead>
<tr>
<th>GRADE</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100 points</td>
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<tr>
<td>A-</td>
<td>90.0-92.9 points</td>
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<tr>
<td>B+</td>
<td>88.0-89.9 points</td>
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<tr>
<td>B</td>
<td>83.0-87.9 points</td>
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<td>B- or below</td>
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*Useful Foreign/Second Language Websites*

American Council on the Teaching of Foreign Languages (ACTFL)
[www.actfl.org](http://www.actfl.org)

Northeast Conference on the Teaching of Foreign Languages (NECTFL)
[www.nectfl.org](http://www.nectfl.org)

National Capital Language Resource Center (NCLRC)
ncclrc@nicom.com

International Reading Association
http://www.gsh.org/ira

Fairfax County Public Schools (Foreign Languages)
COURSE SCHEDULE

INTASC Standards: Principles #1, 2, 4, and 7  ACTFL/NCATE 2a, 2b, 2c

Jan 27

Assignment:
Subscribe to electronic journal, Reading in a Foreign Language p. 1 of syllabus
Article # 2: (Arens & Swaffar), Reading Goals and the Standards for Foreign Language Learning

INTASC = P #7  ACTFL/NCATE 4a, 4b, 4c

Feb 3
Week # 2 – Reading Goals and National Standards. During-reading Strategies (Predicting, Drawing pictures, Skipping unknown words).
Sample Pre-Reading activity.
STUDENTS MUST SIGN UP FOR TEACHING DEMOS.
Assignment:
Article # 3: (Bamford & Day), Teaching Reading

INTASC = P#2, 3, 4  ACTFL/NCATE 3a, 3b

Feb 10
Week # 3 – Teaching Reading Post-reading Strategies (Reading Response Logs, Anticipation Guides, Literacy Scaffolds, Semantic Mapping, Think Aloud, Read Aloud, Echo Reading, Guided Reading, Silent Sustained Reading)
GUEST SPEAKER: ALLYSON MIDGELEY
Assignment:
Search NECTFL CD-Rom for articles on Reading Strategies
Article # 4: (Rusciolelli), Student Responses to Reading Strategies

INTASC = P#2, 3, 4  ACTFL/NCATE 3a, 3b

Feb 17
Week # 4 – Reading Strategies // Authentic Tasks for Diverse Learners – Intensive Reading, Extensive Reading, Skimming, Scanning, Bottom-up, Top-down, The Take-Five Model

IN-CLASS TEACHING DEMONSTRATION: Pre-Reading Strategies
Assignment:
Article # 8: (Day & Bamford) Top 10 Principles for Teaching Extensive Reading
<table>
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<tr>
<th>Date</th>
<th>Week #</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Feb 24</td>
<td>5</td>
<td>Extensive Reading&lt;br&gt;GUEST SPEAKER: JUDY ORTIZ&lt;br&gt;IN-CLASS TEACHING DEMONSTRATION: During-Reading Strategies&lt;br&gt;<strong>Assignment</strong>&lt;br&gt;Article # 1: (Sangrene-Granville) African Folktales: 5 Techniques</td>
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<tr>
<td>Mar 3</td>
<td>6</td>
<td>Using Manipulatives for Teaching Reading and Writing&lt;br&gt;IN-CLASS TEACHING DEMONSTRATION: Post-Reading Strategies&lt;br&gt;<strong>Assignment</strong> Article # 9: (Adair-Hauck &amp; Donato) The PACE Model&lt;br&gt;Search NECTFL CD-Rom for articles on Using Authentic Materials to teach Reading</td>
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<td>Mar 10</td>
<td>7</td>
<td>A Story-based Approach // Organizing Content and Planning Lessons Using Authentic Materials&lt;br&gt;IN-CLASS TEACHING DEMONSTRATION – Multimedia Computer-Assisted Reading and Writing&lt;br&gt;Work on Mid Term Projects</td>
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<td>Mar 17</td>
<td>8</td>
<td>No Class! Spring Break!</td>
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<tr>
<td>Mar 24</td>
<td>9</td>
<td>Incorporating The Theory of Multiple Intelligences in Reading and Writing&lt;br&gt;MID TERM PROJECTS DUE APR 7!&lt;br&gt;<strong>Assignment</strong>: Article # 11 (Shen) The role of explicit instruction in ESL/EFL reading</td>
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<td>Date</td>
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<td>Mar 31</td>
<td><strong>Week # 10 – Reading and Writing for Meaning</strong>&lt;br&gt;Guest Speaker: Raphael Jenks&lt;br&gt;Assignment: Article # 10 (Gascoigne) Documenting the initial second language reading experience: The readers speak</td>
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<td>Apr 7</td>
<td><strong>MID TERM PROJECTS PRESENTED</strong>&lt;br&gt;Week # 11&lt;br&gt;Assignment: Article # 6: (Vollmer) Sociocultural Perspectives on Second Language Writing&lt;br&gt;Search NECTFL CD-Rom to search for articles on Technology and Teaching Reading</td>
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<td>Apr 14</td>
<td><strong>Dr. Haley presenting at AERA in Montreal</strong>&lt;br&gt;Week #12 Story-based Approach to Teaching Grammar – Pre, During, and Post reading support&lt;br&gt;IN-CLASS TEACHING DEMONSTRATION: Using Authentic Materials/Realia&lt;br&gt;Guest Presenter: Trinette Hicks&lt;br&gt;Assignment: Article # 5: (Gascoigne) Reviewing reading: Recommendations versus reality</td>
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<td>Apr 21</td>
<td><strong>Week #13 - Performance-based Assessment of Reading and Writing</strong>&lt;br&gt;Assignment: Article # 7: (Olivares-Cuhat) Learning strategies and achievement in the Spanish writing classroom: A case study</td>
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<td>Apr 28</td>
<td><strong>Week # 14 – Preview of Final Projects / Peer Feedback</strong>&lt;br&gt;IN-CLASS TEACHING DEMONSTRATION: Performance-Based Assessment&lt;br&gt;Assignment: Article 12: (Byrd) Practical tips for peer editing tasks</td>
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<td>Date</td>
<td>Event Description</td>
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<tr>
<td>May 5</td>
<td>Week # 15 – Presentation of Final Projects</td>
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GUIDELINES FOR TEACHING IN-CLASS READING AND WRITING DEMONSTRATIONS

1. Prepare a lesson plan (to be distributed in class) using page one of the template provided. This is to be distributed in class. Page two of the lesson plan is to be completed after your teaching simulation and submitted to Professor Haley the following week. Read at least three articles on teaching reading and writing in foreign/second languages you have chosen, in addition to the short reading in our texts or textbooks.

2. You will work individually for your teaching demonstration. Plan your time carefully. You have a maximum of 20 minutes to teach. You may take another 5 minutes to provide background information about the activity and we will take 5 minutes at the end of your demonstration to give you feedback and ask questions from the class.

3. The demonstration may include:
   • Background information about the method/skill/strategy
   • The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.
   • Skills you are teaching and basic objectives of the lesson
   • Special teacher-made materials; props and realia are strongly encourage
   • Possible follow-up activities to the lesson you have presented
   • How you might conduct assessment of the lesson you have presented, if appropriate
   • Others you can think of....

4. BE CREATIVE!

5. Try to spend less time talking about the method/skill/strategy, more time demonstrating it. You may decide to introduce your lesson by describing the method first or you may wish to immerse us in the experience and explain after the demonstration.

6. We will be your students. You may assign us whatever roles and ages you wish.

7. Prepare a handout for the class AND your lesson plan. It can be short. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.

EVALUATION of your teaching demonstration will be based upon the following criteria:
- Quality of lesson plan
- Language Proficiency and simulation done in target language
- Effective Use of Time
- Evidence of Preparation
- Flexibility
- Creativity
- Accurate Summary
Useful Handout

**Topics For In-Class Teaching Demonstrations**

- Feb 17 – Week # 4  (1) Pre-Reading Strategies
- Feb 24 - Week # 5  (2) During-Reading Strategies
- Mar 3 – Week # 6  (3) Post-Reading Strategies
- Mar 10 – Week # 7  (4) Multimedia Computer-Assisted Reading & Writing
- Apr 14 – Week # 12  (5) Using Authentic Materials/Realia
- Apr 21 – Week # 14  (6) Performance-Based Assessment
EDRD 597 – READING/Writing Demonstration
Teaching Reading & Writing in
Foreign/Second Languages
in PK-12 Schools

4 = Outstanding    1 = Poor

Presenter:_________________________

Theme:___________________________  Date:____________

<table>
<thead>
<tr>
<th>Quality of Lesson Plan</th>
<th>Language Proficiency and Simulation done in target language</th>
<th>Effective use of time</th>
<th>Evidence of Preparation</th>
<th>Flexibility</th>
<th>Creativity</th>
<th>Accurate Summary</th>
<th>Useful Hand out</th>
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Comments/Recommendations:______________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Sample Lesson Plan – Secondary Level
FOREIGN/SECOND LANGUAGES

Teacher_______________________________  School_____________________
Grade(s)_________________  Language(s)_________________  Level(s)_________________
Date________________  Number of Students __________   Time________________

PLANNING PHASE
Performance/Task-based Objectives
1. 
2. 
3. 

Standards:
National_______________________________________
State__________________________________________
Local_________________________________________

TEACHING PHASE
(1) Preparation
Lesson Outline:
Warm-up Activity__________________________________________
Theme or Topic____________________________________________
Vocabulary_________________________________________________
Verb(s)___________________________________________________
Grammatical structure(s)____________________________________
Cultural perspectives________________________________________
Listening/Reading/Viewing selection(s)________________________

(2) Presentation and (3) Practice
Three Modes:
Interpersonal Activities:____________________________________

Presentational Activities:___________________________________

Interpretive Activities:______________________________________

Methods/Approaches/Strategies:

(4) Evaluation

(5) Expansion/Extension
**Sample Lesson Plan continued**

**Other Activities:**
Materials:_____________________________________________

Assessment:___________________________________________

Technology:___________________________________________

Homework:____________________________________________

Closure:_______________________________________________

Follow-up:____________________________________________

**REFLECTION PHASE**

**Efforts to Accommodate**
- Visual learners___________________________________
- Auditory learners_________________________________
- Kinesthetic learners_______________________________
- Specials needs learners (Disabled and/or Gifted)_____
- Heritage/Native speakers____________________________

What worked well?

What didn’t work well?

What will you do differently as a result of this plan?

How might this lesson be improved?

One important thing I learned was

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Created by: Dr. Marjorie Hall Haley - 2001 - George Mason University
GUIDELINES FOR MID-TERM PROJECT
Due April 7, 2005

Resources For Teaching Reading and Writing in Foreign/Second Language Classrooms

Option A
Objectives:
To locate information for developing instructional and assessment materials for increasing the reading comprehension and writing proficiency of a particular student population specific to age, grade, and level of language being studied.

Tasks:
2. You will search for materials of particular interest to you in the areas of teaching reading and writing. Try and gain a greater appreciation for the breadth and depth of available resources and how they reflect current practices and research.

What to do:
1. Identify 5 resources; try to have a balanced distribution across print materials, computer software, and Internet websites. Look for a variety of resources, not just in the fields of education and foreign languages. Look for materials that can help you increase the reading and writing abilities of your students; consider both fiction and non-fiction print materials.
2. Prepare a written report – (5-page minimum, double-spaced, 12pt font), on your findings, grouping print, software, and web materials. Describe your current or future teaching situation or for whom these materials will be used. Include your students’ learning needs in reading and writing as you perceive them at this point in time. Provide an introductory section describing the specific purpose of your resource search: what was your primary goal and/or objective? Type each source’s name and publication information in boldface as the subheading to the paragraph where you will review it.
3. Focus your critique on the usefulness of each resource for teachers who want to develop instructional materials and activities for your particular student population.
4. Cite assigned readings wherever possible to support your evaluation of each resource.
5. Attach a few sample pages from the resources that most interested you.
6. Include a References page of assigned readings to which you referred in your report and a list of materials reviewed. Put an asterisk by the most useful materials.
7. Provide a one paragraph summary that synthesizes what you have learned from this assignment.
**Option B**

*Using Technology to Enhance The Teaching of Reading and Writing in the Foreign/Second Language Classroom*

**Videotape, HyperStudio, PowerPoint, Clip Art, WebQuest or Other Technology-based Project**

1. Prepare a 30-minute videotape, electronic game/grammar book, Web Page, PowerPoint slide presentation, or other type of technology-based project on a course outline topic of your choice and apply it to a teaching reading and/or writing in the foreign/second language classroom setting. The purpose of the project is to focus on one topic and inform teachers about its implications for teaching.

2. Describe the teacher/student population and their needs.

3. Prepare a printed guide to your product to help a novice use it.

4. Refer to course topics to add support to this project.

5. Submit your project on both diskette and in paper format.

6. Mid-term projects are due on or before **April 7, 2005**
GUIDELINES FOR FINAL PROJECT

Option A
Field Project on Reading and Writing in the Foreign/Second Language Classroom

Objectives and Tasks:
You will conduct a Field Project in a classroom setting. You are to design and pilot test a reading and/or writing activity. Your project may focus on any of the teaching approaches/skills/strategies we have covered during this course. You will pilot test your activity by trying it out in an actual classroom setting. You will submit a brief, written report on this experience with lessons learned and suggestions for revising your reading/writing activity.

Preparing the written report:
In writing up the field project, please be sure to address the following topics:
How did you implement the reading/writing activity? With whom? Your self-assessment and reflections on improvement should be the longest section of your report. Include examples of student handouts or teacher materials such as overhead transparencies. Your paper should be no more than 3 single-spaced (12 pt font) pages.

Option B
Reading and Writing Activity Packet

Objectives and Tasks:
Develop at least 3 original (not photocopied from another source), never-before used instructional and assessment activities for teaching reading and/or writing in a foreign/second language classroom. Describe students, learning needs, instructional objectives and setting. Aim for breadth rather than depth. Base design on assigned class readings. Rather than present detailed lesson plans, provide a research-based rationale and a narrative description of each activity. Include a description of content and materials to be used and how materials will be used.
Rubric – Option A

Rating

Demonstrate Competence

4  Outstanding
  ❖ Bases rationale and description on research and includes sample formats
  ❖ Supports development/analysis by citing all assigned and outside reading throughout paper
  ❖ Clearly describes instructional setting, students, and instructional objectives
  ❖ Writes clearly with few stylistic errors

3  Competent
  ❖ Partially bases rationale and description on research bases and includes simple formats
  ❖ Supports development/analysis by citing assigned readings inaccurately or using few assigned readings
  ❖ May describe instructional setting, students, and instructional objectives incompletely
  ❖ May write with some lack of clarity and/or consistent stylistic errors

2  Minimal
  ❖ Provides limited link between rationale and analysis of practice
  ❖ Does not support developmental/analysis by citing assigned readings
  ❖ Describes instructional setting, students, and instructional objectives incompletely
  ❖ Writes with some lack of clarity and coherence and/or many stylistic errors

1  Unsatisfactory
  ❖ Provides no link between research base and rationale or analysis of practice and includes no sample formats
  ❖ Does not support development/analysis by citing assigned readings
  ❖ Describes instructional setting, students, and instructional objectives incompletely
  ❖ Writes with little clarity or coherence and/or many stylistic errors
Rubric – Option B

4 Outstanding
- Prepares original activities, bases design on required readings, and makes citations to them to support design
- Provides a detailed description and analysis of each activity or main point, including a rationale for development
- Clearly describes target student population, teacher audience, and instructional objectives
- Writes clearly with few stylistic errors

3 Competent
- Prepares activities (some not original), bases design on required readings, and makes some citations to them to support design
- Provides a less than complete description of each activity or main point and includes a rationale
- Describes target student population, teacher audience, and instructional objectives incompletely
- Writes with some lack or coherence and/or many stylistic errors

2 Minimal
- Prepares activities (some not original) but does not base design on required readings and makes few citations to them to support design
- Provides a limited description of each activity or main point and a rationale that leaves many questions unanswered
- Describes target population, teacher audience and instructional objectives in a cursory fashion
- Writes with some lack of coherence and/or many stylistic errors

1 Unsatisfactory
- Prepares activities that are not original, does not base design on required readings, and makes few citations to them to support design
- Provides little description of activities or main points or no rationale
- Describes target population, audience, and instructional objectives in a cursory fashion or not at all
- Writes with little coherence and/or many stylistic errors
### Mid Term Projects’ Rubrics

| Mid Term Project Option A | 25 pts | - Does not identify and critique curriculum materials and resources available on the Internet  
- Does not locate materials pertaining to preK-12 student populations  
- Does not identify only age, grade or language proficiency appropriateness  
- Does not select 5 URL web sites on the Internet  
- Does not write a two-page analysis of findings  
- Does not mention usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)  
- Does not include one page from each web site to help demonstrate  
- No reference is made to content of course to support analysis | - Partially identifies and critiques curriculum materials and resources available on the Internet  
- Locate some materials pertaining to preK-12 student populations  
- Identifies only age, grade or language proficiency appropriateness  
- Selects less than 5 URL web sites on the Internet  
- Writes less than a two-page analysis of findings  
- Mentions only one or no aspect of usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)  
- Does not include one page from each web site to help demonstrate  
- No reference is made to content of course to support analysis | - Identifies and critiques curriculum materials and resources available on the Internet  
- Locate materials pertaining to preK-12 student populations  
- Identifies age, grade and language proficiency appropriateness  
- Selects 5 URL web sites on the Internet  
- Writes less than a two-page analysis of findings including usefulness of web site as well as limitations  
- Partially mentions usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)  
- Includes one page from each web site to help demonstrate  
- Partial reference is made to content of course to support analysis |  
<p>| Mid Term Project Option B | 25 pts | - Does not prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project | - Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project | - Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project |</p>
<table>
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<tr>
<th></th>
<th>Project is not based on a course outline topic</th>
<th>Project is not based on a course outline topic</th>
<th>Project is not based on a course outline topic</th>
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<tr>
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<td>Project does not apply to a teaching setting</td>
<td>Project seldom applies to a teaching setting</td>
<td>Project partially applies to a teaching setting</td>
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<td></td>
<td>Does not describe teacher/student population and their needs</td>
<td>Does not clearly describe the teacher/student population and their needs</td>
<td>Partially describes the teacher/student population and their needs</td>
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<td>Does not prepare a printed guide to product to help a novice use it</td>
<td>Partially prepares a printed guide to product to help a novice use it</td>
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<td>Does not refer to course topics to add support to project</td>
<td>Does not refer to course topics to add support to project</td>
<td>Partially refers to course topics to add support to project</td>
</tr>
<tr>
<td></td>
<td>Does not submit project on either diskette or paper format</td>
<td>Submits project on either diskette or paper format</td>
<td>Submits project on either diskette or paper format</td>
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</tbody>
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