

**George Mason University**  
**College of Education and Human Development**  
**Special Education**  
**EDSE 503: Language Development and Reading**  
**Summer 2012**

Section #: 675  
 Time: 4:30 – 8:30 p.m. Tuesdays  
 Location: Fairfax High School, Room 27  
 Instructor: Sheri Berkeley, Ph.D.  
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 Finley 212

**Learning Team #\_\_\_\_: Member Contact Information**

Name:	Email:	Phone:
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**Course Description**

In-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills; reading subskills including auditory discrimination and phonemic awareness, decoding and word reading, reading comprehension, and use of technological advances in the teaching of reading. *School-based field experience required.*

**Nature of Course Delivery**

- Class lecture and discussion
- Application activities
- Small group activities and assignments
- Electronic supplements and activities via Blackboard
- Research and presentation activities
- Video and other media supports

**Student Outcomes**

This course is designed to enable students to:

- Describe language development and emergent literacy skills.
- Describe the theories and stages of normal language development.
- Describe the nature, function, and rules of language.
- Describe disorders and deviations in language and related areas.
- Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.

- Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
- Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
- Describe the elements of balanced reading instruction.
- Demonstrate knowledge of best practices and strategies in reading instruction for students with learning disabilities, emotional disturbance, and mild mental retardation.

### **Course's Relationship to Program Goals and Professional Organization**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities. The CEC Standards are listed on the following web site: [http://www.cec.sped.org/ps/perf\\_based\\_std/comm\\_core\\_4-21-01.html](http://www.cec.sped.org/ps/perf_based_std/comm_core_4-21-01.html)

### **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to five essential elements of reading, language, and informal literacy assessments. These EBPs are indicated with an asterisk (\*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

### **Required Texts and Other Readings**

- George Mason University Programs in Special Education. (2008). *Language development & reading*. Boston, MA: Pearson. \*\*\*customized text -- available this link ONLY -- <http://store.pearsoned.com//georgemason> ISBN: 0536379505
- Fox, B. J. (2010). *Phonics and structural analysis for the teacher of reading* (10th edition). Columbus, OH: Prentice Hall.
- Polloway, E.A., Smith, T.E.C., & Miller, L. (2004). *Language instruction for students with disabilities*. Denver, CO: Love Publishing. (Posted on Blackboard).
- Chapter 1: *Introduction to Language, Speech & Communications*
  - Chapter 2: *Language Development from Infancy through Adolescence*
- TTAC Modules: *Region 4 Training & Technical Assistance Webshops*, <http://www.ttaonline.org>
- *Foundations of Language*
  - *Typical Language Development*

### **Other readings relevant to special education applications:**

Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. *Intervention in School & Clinic*, 33, 103-111. (Posted on Blackboard)

Reading Rockets. Video & Podcasts. <http://www.readingrockets.org/podcasts/phonics/>

- *Consonants.*
- *Vowels.*

Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59, 636-644. (Posted on Blackboard)

James, L.A., Abbott, M., & Greenwood, C.R. (2001). How Adam became a writer: Winning writing strategies for low-achieving students. *Teaching Exceptional Children*, 33, 30-37. (Posted on Blackboard)

Brigham, F., & Brigham, M. (2001). Current practice alerts: A focus on mnemonic instruction. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children, Issue 5.* (Posted on Blackboard)

Berkeley, S., & Mastropieri, M.A. (2010). Hotsheet 4: Effective practices for reading comprehension. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children.* (Posted on Blackboard)

IRIS Module. *Teaching English language learners: Effective instructional practices.*  
<http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm>

### **Recommended Readings**

National Reading Panel (2000). *Put reading first: the research building blocks for teaching children to read.* Washington, DC: National Institute of Child Health and Human Development.

<http://www.nifl.gov/partnershipforreading/publications/k-3.html>

Alliance for Excellent Education (2004). *Reading next: A vision for action and research in middle and high school literacy.* New York, NY: Carnegie Cooperation.

<http://www.all4ed.org/publications/ReadingNext/>

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### **Class Companion Websites**

A free version of the Jennings Informal Inventory (IRI) is at: [www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e) as Appendix C. **You need to print out use this IRI to complete the signature assignment.**

### **Required Access to Course Blackboard Site**

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course.

Access Blackboard through MyMason at

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jspu> (your login and password is the same as your George Mason e-mail login). Select EDSE 503 course.

### **Graduate School of Education Statements of Expectations**

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of expected professional behavior and dispositions.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

### *Core Values Commitment*

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### **Other Course Expectations**

1. **Professional Behavior:** For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.
2. **Promptness:** All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. Assignments will not be accepted more than 3 days late.**
3. **Written Products:** All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (5<sup>th</sup> or 6<sup>th</sup> editions are acceptable). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.
4. **Placement for this Field Experience/Case Study:** This course requires field placement for a case study. For Part II of the Case Study, Signature Assignment you will need to assess the reading of a

student with a disability (this will take approximately 3-5 sessions, 20 to 30 minutes each). Although a school setting is preferred, the case study can be completed with a student with a disability in an alternative setting (e.g., tutoring). People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for these assignments. Students must document their field experience with the CEHD at the following website: <http://cehd.gmu.edu/endorse/ferf>

5. Signature Assignment: For student evaluation, program evaluation, and accreditation purposes, students will be required to submit the signature assignment for this course to Taskstream, an electronic portfolio system.

## ASSIGNMENT DESCRIPTIONS

### 1. TTAC Language Modules\*

You will complete two online modules for this assignment. You will bring a hardcopy of your certificates of completion to class on the assigned date. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

To access the modules, you will need to:

1. Go to <http://ttaonline.org>
2. Click on Region 4
3. Click on the online training tab on top far right tab
4. There are two language modules listed (Part I and Part II).
5. You do need a login to access the module. (There are directions as to how to create an account here. Click on the title of the module and it will explain next steps).
6. **Note:** The modules can only be opened in Adobe Acrobat 9.0 or greater as it includes video and audio. Once inside the module, note the following “buttons” (e.g. pause, volume, etc.) to help navigate through the presentation.
7. Training certificates are awarded upon the successful completion of the Webshop requirements. The certificate may be printed from an online template for the user’s personal records.

### 2. Fluency Module\*

You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

### 3. Spelling Module\*

You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

### 4. Phonics Self-Study\*

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. **Plan to turn in the Fox text at the beginning of the class session on the due date** (you will receive the book back at the end of class). **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

### 5. Mid-Term\*

The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study.

6. *Reading Case Study (Signature Assignment)\**

The Reading Case Study is the signature assignment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project should be submitted by 4:30 pm on the respective due date. **BOTH** an electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted. Specific directions will be provided by the instructor, and the assignment will be evaluated using the following rubric:

<p><b>Student Background</b></p> <ul style="list-style-type: none"> <li>▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>. <ul style="list-style-type: none"> <li>▪ Information obtained should be appropriate based on your relationship with the student (for example, if you are working with a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records).</li> </ul> </li> </ul>	/10
<p><b>Oral Language Development</b></p> <ul style="list-style-type: none"> <li>• Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling). <ul style="list-style-type: none"> <li>▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results.</li> </ul> </li> </ul>	/10
<p><b>Reading and Writing Development*</b></p> <ul style="list-style-type: none"> <li>▪ Correctly <b>administer</b> and accurately <b>score</b> the results of the following assessments: <ul style="list-style-type: none"> <li>▪ an informal reading inventory (download from <a href="http://www.ablongman.com/jennings5e">www.ablongman.com/jennings5e</a>),</li> <li>▪ a spelling assessment,</li> <li>▪ <i>at least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). <ul style="list-style-type: none"> <li>○ For example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric.</li> </ul> </li> </ul> </li> <li>▪ <b>Analyze</b> the results and <b>present the findings</b> in an educational report that: <ul style="list-style-type: none"> <li>▪ Provides a general description of each assessment including what kind of information can be obtained from the assessment</li> <li>▪ Presents the results of each assessment including: <ul style="list-style-type: none"> <li>○ a reporting of the results for each assessment (a table is often helpful here),</li> <li>○ an indication of whether this area of reading/writing is an area of concern; and</li> <li>○ a narrative error analysis of student strengths and weaknesses on the assessment given</li> </ul> </li> </ul> </li> <li>▪ <b>All completed assessment protocols must be attached to the final report</b></li> </ul>	/50
<p><b>Summary</b></p> <ul style="list-style-type: none"> <li>▪ Statement of <i>overall</i> strengths and needs of student <ul style="list-style-type: none"> <li>▪ This should be based upon student background information and findings from assessments (including relevant student behavior)</li> </ul> </li> </ul>	/5



<p><b>Recommendations*</b></p> <ul style="list-style-type: none"> <li>▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments <ul style="list-style-type: none"> <li>▪ Classroom recommendations should be evidence-based and grade/age appropriate</li> <li>▪ Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child) <ul style="list-style-type: none"> <li>○ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child’s IEP team to consider</li> </ul> </li> </ul> </li> <li>▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.</li> </ul>	/20
<p><b>Style</b></p> <ul style="list-style-type: none"> <li>▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals</li> <li>▪ Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)</li> </ul>	/5
<p><b>Total Assignment Points</b></p>	<b>/100</b>
<p><b>Total Course Points (Total Assignment Points Earned x .40 = Total Course Points)</b></p>	<b>/40</b>

### 7. Final Presentation\*

A final presentation will choose an evidence based teaching method to review and present in class. The teaching method should selected based on one of the instructional needs identified for the student assessed during your case study assignment in one of the following areas: oral language development, reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) and writing development (spelling or composition). Your teaching method much be approved by the instructor. The following are required for the assignment: (1) adequate preparation for the presentation, (2) provision of a one-page handout (brochure) to each person in the class, as well as the instructor, and (3) incorporation of a clear link between the identified needs of the student assessed in the case study assignment and the proposed instructional method. Your handout should include the following information:

- A description of the evidence based practice
  - How does it work? What are the steps?
- The purpose of the evidence based practice
  - What is the evidence based practice supposed to help students do better?
- Who benefits from the evidence based practice
  - What type of student does it help? Give examples.
- How easy is the evidence based practice to implement
  - What type of preparation is needed?
- The effectiveness of the practice
  - What is the research support?

Additional directions and grading rubric for this assignment will be provided by the instructor.



### 5. Regular Attendance & Participation

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Participation as described above is evidence of professional behavior, and as such, points will be deducted for missed activities in the following manner:

- 1 missed activity = 1 point deduction (1% total)
- 2 missed activities = 4 point deduction (5% total)
- 3 missed activities = 5 point deduction (10% total and/or F for the course)

### 6. Final Exam

The final exams will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled off of the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at: <http://www.ets.org/s/praxis/pdf/5306.pdf>

## **GRADING**

1. TTAC Language Modules	5 points
2. Fluency Online Module (Blackboard)	5 points
3. Spelling Online Module (Blackboard)	5 points
4. Phonics Self-study	10 points
5. Midterm Exam	10 points
6. Reading Case Study (Signature Assignment)	40 points
7. Final Presentation	10 points
8. Participation, Quizzes and Activities During Class	10 points
9. Final Exam	5 points
<b>TOTAL</b>	<b>100 POINTS</b>

### **Grading Scale**

- A = 90-100%  
 B = 80-89%  
 C = 70-79%  
 F = 69% and below

### Student Self-Management for Calculating Course Grade

Students can calculate their points earned at any time in the semester in order to determine their grade-to-date. This is particularly important prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

<i>Assignments</i>	<i>Points Earned</i>
1. TTAC Language Modules	/5
2. Fluency Online Module (Blackboard)	/5
3. Spelling Online Module (Blackboard)	/5
4. Phonics Self-study	/10
5. Midterm Exam	/10
6. Reading Case Study (Signature Assignment)	/40
7. Final Presentation	/10
8. Participation, Quizzes and In-class Activities	/10
9. Final Exam	/5
<b>Total Course Points Earned</b>	<b>/100</b>

### CLASS TOPICS & DUE DATES

<b>Date</b>	<b>Class Topic</b>	<b>Reading Assignments &amp; Due Dates</b>
5/29	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Oral Language Development</li> </ul>	<ul style="list-style-type: none"> <li>• Polloway Chapters 1 &amp; 2</li> <li>• Custom Text: Put Reading First (xv)</li> </ul>
6/5	<ul style="list-style-type: none"> <li>• An Introduction to Systematic, Explicit Reading Instruction</li> <li>• Early Literacy (Concepts of Print &amp; Phonological Awareness, and Phonemic Awareness)</li> <li>• Overview of Case Study (Signature Assignment)               <ul style="list-style-type: none"> <li>○ Obtaining Background Information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 1, 2, 6</li> <li>• Edelen-Smith (1997)</li> </ul> <p><b>DUE:</b> TTAC Oral Language Module Certificates</p>
6/12	<ul style="list-style-type: none"> <li>• Beginning Reading/Early Decoding</li> <li>• Advanced Word Reading</li> <li>• Using an Informal Reading Inventory for Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 3, 4, &amp; 7</li> <li>• Reading Rockets podcasts</li> </ul> <p><b>DUE:</b> Background Information Measures</p>
6/19	<ul style="list-style-type: none"> <li>• Reading Fluency</li> <li>• Informal Assessment: Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 5 &amp; 8</li> <li>• Hasbrouk &amp; Tindal (2006)</li> </ul> <p><b>DUE:</b> IRI Binder</p>
6/26	<ul style="list-style-type: none"> <li>• Developmental Word Knowledge (spelling)</li> <li>• Reading &amp; Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 11 &amp; 12</li> <li>• James, Abbott, &amp; Greenwood (2001)</li> </ul> <p><b>DUE:</b> Fluency Module</p>

7/3	<ul style="list-style-type: none"> <li>• Vocabulary Instruction</li> <li>• Class Activity <ul style="list-style-type: none"> <li>○ Interpreting Assessment Data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Brigham &amp; Brigham (2001)</li> </ul> <b>DUE:</b> Spelling Module
7/10	<ul style="list-style-type: none"> <li>• Phonics <b>MIDTERM</b></li> <li>• Comprehension</li> <li>• Overview of Final Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 10</li> <li>• Berkeley &amp; Mastropieri (2010)</li> </ul> <b>DUE:</b> Phonics Self-Study
7/17	<ul style="list-style-type: none"> <li>• Literacy Instruction for Diverse Populations</li> <li>• Class Activities <ul style="list-style-type: none"> <li>○ Peer Edition of Signature Assignment</li> </ul> </li> <li>• Final exam review</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 13</li> <li>• IRIS Module: Teaching English Language Learners: Effective Instructional Practices</li> </ul> <b>DUE:</b> Signature Assignment ( <i>DRAFT</i> )
7/24	<ul style="list-style-type: none"> <li>• <b>FINAL EXAM</b> <ul style="list-style-type: none"> <li>○ <b>Location: Fairfax Campus</b></li> </ul> </li> </ul>	<b>DUE:</b> Signature Assignment
7/31	<ul style="list-style-type: none"> <li>• <b>STUDENT PRESENTATIONS</b></li> </ul>	

**NOTE:** This syllabus may change according to class needs.

**Assessment #7 Informal Reading Assessment Administration and Educational Assessment Report**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>Student Background and Oral Language Development: CEC/IGC Standards 2, 3, 6</b>	Candidate provides a partial description of the student's demographic and background information making it difficult to understand the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development.	Candidate discusses the demographic and background information related to the target student inclusive of the educational implications of the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development. Candidate discusses the student's oral language development.	Candidate discusses the demographic and background information related to the target student inclusive of the educational implications of the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development. Candidate discusses the student's oral language development, and present levels of performance.
<b>Reading and Writing Development: CEC/IGC Standard 8</b>	Candidate incorrectly administers and scores the results of the informal reading inventory and an informal spelling assessment. Candidate fails to select, adapt, or implement a curriculum-based assessment in an area of student weakness.	Candidate correctly administers and accurately scores the results of the informal reading inventory and an informal spelling assessment. Candidate selects, adapts, and implements a curriculum-based assessment in an area of student weakness.	Candidate correctly administers and accurately scores (in a nonbiased manner which demonstrates their understanding of the legal policies and ethical principles of measurement and assessment) the results of the informal reading inventory and an informal spelling assessment. Candidate selects an appropriate curriculum-based assessment in an area of student weakness. Candidate accurately interprets results and relates to typical student development.

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>Assessment Report with Recommendations CEC/IGC Standards 4, 6, 8</b>	Candidate attempts to analyze the results of all assessments and present recommendations for individualized literacy instruction based on administered assessments but the evaluation is grounded in opinion not learner data.	Candidate analyzes the results of all assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based instructional strategies to recommend individualized instruction for students with exceptional learning needs. Candidate uses assessment information to identify supports and adaptations required for the learner with mild to moderate exceptional learning needs to access the general curriculum and to promote positive learning results in general and special curricula.	Candidate analyzes the results of all assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based practices to recommend individualized instruction for students with exceptional learning needs. Candidate uses assessment information to identify supports and adaptations required for the learner with mild to moderate exceptional learning needs to access the general curriculum and to promote positive learning results in general and special curricula. Candidate offers recommendations based on evidence-based practices which have been validated for the specific characteristics of the learner and setting in order to enhance language development, teach communication skills and support and enhance the communication skills of the learner with mild to moderate exceptional learning needs.
<b>Alignment with CEC Standard</b>	Candidate fails to discuss, orally or in writing, the connection between the content of this assignment and CEC Standards 2, 3, 4, 6, and 8.	Candidate discusses, orally or in writing, the connection between the content of this assignment and CEC Standards 2, 3, 4, 6 and 8.	Candidate discusses, orally or in writing, in an extensive and thoughtful manner, the connection between the content of this assignment and CEC Standards 2, 3, 4, 6, and 8.