



**College of Education and Human Development
Division of Special Education and disAbility Research**

Summer 2015

EDSE 503 622: Language Development and Reading

CRN: 42660, 3 - Credits

Instructor: Dr. Tiffany Brocious	Meeting Dates: 5/26/2015 - 7/28/2015
Phone: 540 539-4910 cell	Meeting Day(s): Tuesdays
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Office Hours: By Appointment	Meeting Location: Off-campus/Other OCL OCL

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

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.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Face-to-Face; Online

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site:
<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this: <http://cehd.gmu.edu/teacher/clinical-practice/field-experience-tutorial.pptx>.
2. Complete the online field experience registration form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester, (if not before), and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- I will arrange my own placement for my field experiences (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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.

Learner Outcomes

Upon completion of this course, students will be able to:

- Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
- Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
- Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.

- Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
- Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
- Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Required Textbooks

(1) Jennings, Caldwell & Lerner, *Reading Problems: Assessment & Teaching Strategies*, 7th edition, Pearson, ISBN 9780132837804

(2) Berkeley & Barber, *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms*, 1st edition, Brookes Publishing, ISBN 9781598573060

(3) Fox, *Phonics & Word Study for the Teacher of Reading*, Pearson, 11th edition, ISBN 9780132838092

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

American Psychological Association, *Publication Manual of the American Psychological Association*, 6th edition, ISBN 9781433805615

Required Resources

1.) Jennings Informal Inventory (IRI)

A version of the Jennings Informal Inventory (IRI) is at this web site:

<http://www.ablongman.com/jennings5e> as Appendix C. You will need to use an IRI to complete

your reading assessment report.

2.) Required Access to Course Blackboard Site

Blackboard (Bb) will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class. You will use the site: <http://courses.gmu.edu> and click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select the EDSE 503 course. The first night of class all handouts will be provided. After the first night, all handouts will be posted by Monday evening before Wednesday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards.

Additional Readings

As assigned by instructor.

Course Relationships to Program Goals and Professional Organizations

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 Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 6: Language and Standard 8: Assessment.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].

- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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. [See <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/>]

Course Policies & Expectations

Attendance.

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the **artifacts** students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail **before** the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, **as long as the instructor is notified before the class session.** In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. ***Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up! Two or more unexcused absences will result in no credit for this course.***

Late Work.

All assignments should be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Informal Reading Assessment & Educational Assessment Report Case Study* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

Grading Scale

A= 95-100%
A-= 90-94%
B+= 87-89%
B= 80-86%
C+=77-79%
C= 70-76%
F= 69% and below

Assignments

Performance-based Assessment (TaskStream submission required).

NCATE/TaskStream Assignments.

Informal Reading Assessment Administration and Educational Assessment Report (20 points)

Due July 14, 2015

The Reading Assessment Report requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. 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 this assignment.

Here are some general expectations to guide your planning:

The duration of 'a meeting session' with your student varies. That is, if you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session. (A copy of the student's IEP is NOT required for this assignment. You may request information about the student's abilities and areas of need verbally from the parent/teacher/ or service provider.

1st meeting- Collect information about your student.

2nd and 3rd meetings- Conduct IRI

4th and 5th meetings- Collect information using additional skills assessments you have selected.

Performance-based Common Assignments (No TaskStream submission required).

- 1. Completion of Fox Text Chapters (20 points)**- Pages are assigned each week and instructor will check that answers have been written in the book for the chapters assigned. 3 points will be deducted each week assigned chapters are not completed.
- 2. Weekly Quiz on Reading Chapters (20 points)**- Each week, students will be given a quiz on assigned reading chapters. Each quiz will have 3 questions for a total of 3 points each.
- 3. Class Participation (20 points)**-In each class, there will be numerous activities for students to engage in conversations, collaborative learning, and presentations.
- 4. Final Exam (5 points)**- The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester AND the Reading for Virginia Educators (RVE) assessment.

Other Assignments.

Interview and Observation of Reading Specialist (15 points)- Due June 16. Students are expected to observe a reading specialist with a group of students for a minimum of one reading group session. Following the observation, students will interview reading specialists on record keeping and progress monitoring. Information from the observation and interview will be written in APA format with the name of the teacher unidentified. Please see rubric for this assignment in Appendix.

Schedule

Date	Topic/Discussion	Due for next session
May 26	Introduction Overview of Course Syllabus RVE Chapter 1 Jennings <i>Overview of Reading and Reading Problems/ Recent Influences on the Teaching of Reading/ Key Elements of Teaching Reading</i> Chapter 1 Berkeley <i>What is Comprehension?</i>	Read Chapters 2-3 Jennings Chapters 2 & 4 Berkeley Complete pp. 11-28 of Fox Text
June 2	Chapter 2 Jennings <i>Factors Associated with Reading Problems/ Neurological and Cognitive Factors/ Environmental Factors/ Intelligence and Intellectual Factors/ Language Factors/ Physical Factors</i> Chapter 3 Jennings <i>Gathering Data to Develop Students' Literacy Profile/ Information About the Environment/ Information About the Individual/ Methods of Collecting Information</i> Discuss first section of Task Stream Chapter 2 Berkeley <i>Basic Reading Skills</i> Chapter 4 Berkeley <i>Teach to Activate Students' Prior Knowledge and Help Them Make Connections</i>	Read Chapters 4-5 Jennings and Chapter 5 & 8 Berkeley Complete pp. 29-70 of Fox Text
June 9	Chapter 4 Jennings <i>Norm-Referenced and Criterion-Referenced Assessments</i> Chapter 5 Jennings <i>Administering an Informal Reading Inventory/ Problems with Emergent Literacy/ Problems with Word Recognition Accuracy/ Problems with Reading Fluency/ Problems with Comprehension/ Problems with Language Meaning Vocabulary</i> Discuss IRI Inventory and what to write on Task Stream Chapter 5 Berkeley- <i>Teach Students to Ask and Answer Questions</i> Chapter 8 Berkeley <i>Motivation and the Struggling Reader</i> Spelling Inventory	Read Chapters 6-9 Jennings Complete pp. 71-117 in Fox Text Interview with Reading Specialist Due 5:00 PM June 16. Complete pp. 93-142 in Fox Text

June 16	Online. Class will not meet live. You will meet with your student to give the spelling inventory and the IRI.	
June 23	Chapter 6 Jennings <i>Providing Instruction and Intervention Strategies</i> Chapter 7 Jennings <i>Early Literacy Concepts/Strategies to Develop Early Literacy Groups</i> Jennings Chapter 8 <i>Improving Word Knowledge: Word Recognition/ Stages/ Strategies/ Phonics/ Phonics Strategies</i> Jennings Chapter 9 <i>Improving Word Knowledge: Fluency/ Assessing, Strategies for Fluency/ Strategies for Sight Words</i>	Read Chapter 10-12 Jennings and Chapter 3 & 6 Berkeley Complete pp. 118-156 in Fox Text
June 30	Jennings Chapter 10 <i>Vocabulary Development and Listening Comprehension/ Importance of Language to Meaning/ Assessing Language Abilities/ Conditions that Foster Language Learning/ Listening Comprehension/ Meaning Vocabulary</i> Jennings Chapter 11 <i>Comprehension of Narrative Text/ Effective Reading Comprehension/ Comprehending Narrative Materials/ Assessing Abilities with Narrative Text/ A Strategic Approach to Teaching Reading Comprehension/ During Reading & After Reading Comprehension</i> Jennings Chapter 12 <i>Comprehension of Informational Text/ Organization/ Text and Grade-Level/ Strategies</i> Berkeley Chapter 3 <i>Teach Vocabulary</i> Berkeley Chapter 6 <i>Teach Students to Recognize Text Structure</i>	Read Chapters 13-14 in Jennings Read Chapter 7 in Berkeley Complete pp. 157-166 in Fox Text
July 7	Online- Will not meet live.	TaskStream Submission by 5:00 PM on July 14.
July 14	Jennings Chapter 13 <i>Integrating Reading and Writing/ Writing Instruction/ Strategies for Integrating Reading and Writing</i> Jennings Chapter 14 <i>Literacy Instruction for Diverse Learners/ ELL/ Families/ Adolescents</i> Berkeley Chapter 7- Teach Students to Read Strategically and Monitor Their Comprehension RVE Review Fox Test- Posttest in Class	Fox Post-test Read Chapter 16 Jennings
July 21	Final Exam	
July 28	Jennings Chapter 16 <i>Literacy Support as a Collaborative Process/ Changing Roles of Reading</i>	

	<i>Specialists/ Role of Rdg. Spec. in Assessment & Instruction</i>	
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Appendix

Reading Specialist Interview/Observation

Date, time, and grade level of observation is identified.	1 point
Each activity observed in the group lesson is identified along with the number of minutes for each activity.	5 points
4 questions are developed for the interview regarding daily data collection and progress monitoring.	4 points
Answers to questions are thoroughly answered with examples.	4 points
Teacher's name remains anonymous	1 point
Total	15 points

INFORMAL READING REPORT

Student Name: <i>use first name only or alias</i>	Grade:	Age:
Disability:		
Tester:	Date:	

STUDENT BACKGROUND INFORMATION

A narrative of student background information related to reading should be presented here. For the purposes of this assignment, this should not be a full educational narrative with personal information about the student and/or family that does not directly relate to reading.

Oral Language Development

A narrative description of a student's oral reading development should be provided here with any information that may have an impact on reading. For the purposes of this assignment, if the student does not seem to have any oral language development issues that impact reading and/or writing, please, comment on the areas that you have ruled out as a concern (to demonstrate to me that you were actively looking for problems in appropriate areas).

ASSESSMENT INFORMATION

IRI Description

Reports generally provide a brief description of any assessments administered so that all who read the report have needed information about the assessment. You should provide a brief overview of the assessment and describe the type of information that is obtained from the instrument. You should also define any terms that may not be familiar, or that may have multiple interpretations (example: independent, instructional, and frustrational reading level). Note: it is assumed that you administer all tests correctly, so a step by step of what you did for each assessment should NOT be included.

Spelling Assessment Description

You should provide a description of the required spelling assessment (see above for what a test description should entail).

Supplemental Assessment Description

You should provide a description of any supplemental reading or writing assessments you administer (see above for what a test description should entail). If you administer a list that you create, provide a brief description of what it entailed (for example: "the student was asked to read aloud 25 sight words selected by the tested from the dolch word list for his grade level").

READING ASSESSMENT RESULTS

Enter student scores from the IRI on the table below and provide an overview of the student's results. Generally, this means reporting the student's reading level; however, students with disabilities often have differential strengths and weaknesses; in such a case, results will need to be clearly interpreted for the reader. It is helpful if a comparison is made between the student's performance and what is expected for the grade level. In a case where a student is reading far below grade level across the board, you need to state this clearly. However, you might follow



this statement with an acknowledgement of a relative strength. For example: “Johnny is reading 3 years below the level expected for a student his age; however, he test results showed he has a relative strength in correctly answering explicit comprehension questions.”

	Independent	Instructional	Frustrational
Word Lists			
Decoding			
Comprehension			

Decoding

At a minimum, a narrative description of student strengths and weaknesses in the area of decoding from the Jennings IRI should be reported along with relevant results from error analysis. As with any results section, an indication of how the student is performing compared to what is expected for his/her grade level is helpful. In addition, specific examples are helpful for those who may not have specific knowledge of reading (e.g., parents).

If you conducted other supplemental assessments in the area of decoding (e.g., nonsense word lists, sight word lists, or multi-syllable word lists), results should also be presented in this section.

(Phonemic Awareness, or other areas of early reading, if applicable)



If you conducted supplemental assessments in the area of phonemic awareness (or other areas of early reading such as letter/sound identification), results should be reported here in narrative form.

Fluency

At a minimum, a narrative description of student strengths and weaknesses in the area of fluency from the Jennings IRI should be reported for each grade level assessed (if there were numerous passages administered, a table might help organize your findings).

If you conducted supplemental assessments in the area of fluency (e.g., grade level passage fluency) results should be reported here as well.

Comprehension

At a minimum, a narrative description of student strengths and weaknesses in the area of comprehension from the Jennings IRI should be reported along with relevant results from error analysis of the types of questions missed.

(Vocabulary, if applicable)

If you conducted supplemental assessments in the area of vocabulary results should be reported here as well.

WRITTEN LANGUAGE ASSESSMENT RESULTS

Spelling



This section should contain a narrative description of information obtained from the informal reading inventory you administer.

(Written Expression, if applicable)

If you conducted supplemental assessments in the area of writing, results should be reported here in narrative form.

ASSESSMENT SUMMARY

Here you should provide a summary of the student's performance. Start with a comparison to expectations for grade level, and then elaborate on any strengths and/or particular weaknesses the student may have. Remember, to include background information, testing behavior, and oral language development in your summary where appropriate (this information can sometimes help you establish a relative strength!).

RECOMMENDATIONS

Instruction (including Classroom/Testing Accommodations, if applicable)

See the grading rubric for the type of information that should be present in this section. If a student has already been identified as having a disability and would be in need of special accommodations in the area of reading for formal testing or additional services through an IEP (such as instructional accommodations, or a referral for speech/language services), it should be noted. However, because you would not make the final decision (IEP teams only, can make those sorts of decisions), be sure that it is crystal clear that you are making a recommendation.

Example/non-example of recommendation statements:

Poor: "Johnny needs to be in special education"

Better: "Because Johnny scored at the 13th percentile on the GMRT and struggles with both decoding and fluency, it may be beneficial for this student to be referred to a local screening committee for further discussion about interventions that could help him to be successful in school."

Poor: "Johnny needs to be in a reading class."

Better: "Johnny would benefit from significant intervention in the area of reading. This intervention should include direct explicit instruction of strategies designed to improve his fluency, vocabulary knowledge, and comprehension when reading."

Recommendations for Parents (or students, if applicable)

See the grading rubric for the type of information that should be present in this section.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Background and Oral Language Development: CEC/IGC Standards 2, 3, 6	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.
Reading and Writing Development: CEC/IGC Standard 8	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.
Assessment Report with	Candidate attempts to analyze the results of all assessments and present recommendations	Candidate analyzes the results of all assessments and presents recommendations for individualized	Candidate analyzes the results of all assessments and presents recommendations for individualized literacy instruction based on administered assessments and a

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Recommendations CEC/IGC Standards 4, 6, 8	for individualized literacy instruction based on administered assessments but the evaluation is grounded in opinion not learner data.	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.	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.
Alignment with CEC Standard	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.