



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

Spring 2016

EDSE 403 001: Language Development and Reading

CRN: 14132, 3 - Credits

<b>Instructor:</b> Dr. Sarah Nagro	<b>Meeting Dates:</b> 01/19/16 - 05/11/16
<b>Phone:</b> 703-993-1747	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> snagro@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax; Krug Hall 14

***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**

Identifies literacy skills for typical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Topics include emergent literacy skills, phonemic awareness, vocabulary development, and comprehension.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**Prerequisite(s):** EDSE 401 and EDSE 440

**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**

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.

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.

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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](mailto: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](mailto:Molly.Haines@pearson.com).

### **Recommended Textbooks**

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

### **Required Resources**

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.

### **Additional Readings**

See course schedule for additional assigned readings.

### **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 1: Learner development and individual learning differences; Standard 3: Curricular Content Knowledge; Standard 4: Assessment; Standard 5: Instructional planning and strategies.

### **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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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.*

Attendance is expected for all class sessions. If you are unable to make any class sessions during the semester, please notify me by phone or e-mail before the class session where you will be absent. I will assume if you need to miss class, there is a good reason, but attendance points lost for missed classes cannot be made up. Therefore, missing two or more classes will result in a lowered grade for the course. In the case of all absences, it is the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Assignments that are due during a missed class must be turned in by 4:30 pm on the due date unless otherwise noted in the syllabus.

#### *Participation.*

Class participation all class activities are essential to the instructional process. I value student participation, professionalism, promptness, and remaining for the entire class period. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. 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. Frequently missing class time at the beginning or end of class will result in a lower grade.

*Professionalism.*

Students should follow basic classroom etiquette in regards to respectfully interacting with peers and the professor as well as maintaining a positive learning environment free from external distractions. For example, it is acceptable to bring snacks to class as long as your food does not become a distraction to the professor or fellow students. Additionally, please do not use cellphones, tablets, or laptops during class unless the activities in class require the use of technology. Cell phones and mobile devices should be turned to silent mode or powered off and put away prior to the beginning of class so students can fully participate in class. If you need to have your phone available for an emergency phone call please notify me before class starts and step out of class to answer your phone.

*Late Work.*

It is expected that students will plan ahead and spread out their work load so that unanticipated events do not result in major delays in meeting course deadlines. A 10% deduction will be taken for 4:30 pm (start of class) on the due date unless otherwise noted in the syllabus.

*Incomplete Grades.*

An I (Incomplete) grade is used when the instructor is not prepared to give a final grade for the course because of some justifiable delay in the student's completion of specific course work. A final grade is submitted to the Records and Registration Office by the instructor after grading the student's completed work, provided it is done within the agreed time frame. In the event that the work is not completed within the agreed time frame and no grade is reported within four weeks after the start of the following semester, a grade of F replaces the I on the student's transcript. Any Student requesting an incomplete must (1) be passing the course at the time of the request, and (2) create a contract outlining a plan to complete missing coursework with completion dates, and the contract must be signed by the student and division director before turning the contract into the professor prior to the last class.

*Academic Integrity.*

The University reserves the right to dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory. College of Education and Human Development students assume an obligation to conduct themselves in a manner appropriate to George Mason University's mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must demonstrate personal integrity and honesty at all times in completing classroom assignments and examinations, in carrying out their fieldwork or other applied learning activities, and in their interactions with others. Students are obligated to refrain from acts they know or, under the circumstances, have reason to know will impair their integrity or the integrity of the University. Violations of academic integrity and ethical conduct include, but are not limited to cheating, plagiarism, or unapproved multiple submissions of the same work. It is important to distinguish between plagiarism and the

legitimate presentation of the work of other through quotations or paraphrasing. You should review the rules for quoting and paraphrasing the work of others that are given in sections 3.34-3.41 of the sixth edition of the APA Publication Manual.

**Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Informal Reading Assessment & Educational Assessment Report Case Study* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

**Grading Scale**

Assignment	Earned Points	Possible Points
<b>Participation &amp; Professionalism</b>		<b>20</b>
<b>Phonological Awareness (DLD Hot Sheet #2)</b>		<b>5</b>
<b>Oral Language (TTAC Modules 1, 2, &amp; 3)</b>		<b>5</b>
<b>Phonemic Awareness Module (Blackboard)</b>		<b>5</b>
<b>Fluency (DLD Hot Sheet #3)</b>		<b>5</b>
<b>Phonics Self-Study (Fox) Sections 1, 2, 3, 4, &amp; 5</b>		<b>15</b>
<b>Mid-Term</b>		<b>20</b>
<b>IRIS Module (choose one from list)</b>		<b>5</b>
<b>Writing (DLD Hot Sheet #5)</b>		<b>5</b>
<b>Phonics Self-Study (Fox) Sections 6, 7, &amp; 8</b>		<b>5</b>
<b>Reading Case Study</b>		<b>70</b>
<b>Poster Presentation</b>		<b>20</b>
<b>Final Exam</b>		<b>10</b>
<b>Total Course Points</b>		<b>190</b>

**Computing Final Course Grades – Divide “earned points” by “possible points” for percentage**

A =	A - =	B+ =	B =	B- =	C=	D =	F =
95-100%	90-94%	86-89%	80-85%	77-79%	73-76%	72-65%	< 65%



## Assignments

### **Performance-based Assessment (TK20 submission required).**

**Reading Case Study** - The Reading Case Study is the signature assignment for the course. **You will submit this assignment in two places, both TK20 and Blackboard.** Follow the scoring checklist when completing this assignment.

### **Performance-based Common Assignments (No TK20 submission required).**

#### **Blackboard Submission Required**

**Reading Case Study** - 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. Follow the scoring checklist when completing this assignment.

**Learning Modules** (Phonological Awareness, Oral Language 1, 2, & 3, Decoding, Phonemic Awareness, Fluency, two IRIS Modules, Repeated Readings, Writing) – You will complete several modules throughout the semester. Each module focuses on deepening your understanding of a specific aspect of teaching reading and language development. You will complete a worksheet or activity for each module to demonstrate your engagement in the module. All completed work for the modules will be submitted via blackboard.

### **Other Assignments.**

#### **No Blackboard or TK20 Submission Required**

**Midterm Exam** - The midterm exam will include multiple-choice, true/false, fill in the blank, and application items that cover course content and information from the Fox phonics self-study.

**Phonics Self-Study (Fox)** - You will independently complete the Fox phonics self-study text including all self-paced exercises. On the two check days, turn in the Fox text at the beginning of class with assigned parts completed. **No partial credit will be given for books turned in late.**

**Poster Presentation** - For your final presentation, you will choose an evidence based teaching method to review and present in class. Follow the scoring checklist when completing this assignment. The teaching method **must be approved by the instructor.**

**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>

## Schedule

Date	Topics to Cover	Readings	Assignments
Session 1 – 1/21	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview</li> <li>• Rick Lavoie Video</li> </ul>		Fox Pre-test
Session 2 – 1/28	<ul style="list-style-type: none"> <li>• Populations at Risk for Reading Problems</li> <li>• The Effects of High Incidence Disabilities on Student Learning</li> <li>• Introduction to Key Terms in Systematic Reading Instruction</li> </ul>	<ol style="list-style-type: none"> <li>1. Berkeley: Chapter 1</li> <li>2. Jennings: Chapter 2</li> <li>3. Phonological Awareness Module (DLD Hot Sheet #2)</li> </ol>	Completed Worksheet for Phonological Awareness Module (DLD Hot Sheet #2)
Session 3 – 2/4	<ul style="list-style-type: none"> <li>• Oral Language Development</li> <li>• Whole Group Student Engagement</li> </ul>	<ol style="list-style-type: none"> <li>1. Berkeley: Chapter 2</li> <li>2. Jennings: Chapter 1</li> </ol>	Oral Language Module (TTAC 1, 2, & 3) – <b>completed in class</b>
Session 4 – 2/11	<ul style="list-style-type: none"> <li>• Obtaining Background Information</li> <li>• Early Literacy</li> <li>• Scaffolding Learning</li> </ul>	<ol style="list-style-type: none"> <li>1. Jennings: Chapter 3</li> <li>2. Jennings: Chapter 7</li> </ol>	
Session 5 – 2/18	<ul style="list-style-type: none"> <li>• Stages of Word Recognition</li> <li>• Instructional Supports for Struggling Readers</li> <li>• Spelling Informal Assessment</li> </ul>	<ol style="list-style-type: none"> <li>1. Jennings: Chapter 6</li> <li>2. Jennings: Chapter 8</li> </ol>	
Session 6 – 2/25	<p><b>No Face-to-Face Class</b> Please Complete the Independent Activity</p> <ul style="list-style-type: none"> <li>• Digging Deeper into Phonemic Awareness</li> </ul>	<ol style="list-style-type: none"> <li>1. Jennings: Chapter 9</li> <li>2. Berkeley: Chapter 6</li> </ol>	<p>Completed Worksheet Phonemic Awareness Module (Blackboard)</p> <p>Vocabulary Check (Blackboard)</p>
Session 7 – 3/3	<ul style="list-style-type: none"> <li>• Digging Deeper into Fluency</li> <li>• Practicing the IRI</li> </ul>	<ol style="list-style-type: none"> <li>1. Jennings: Chapter 4</li> <li>2. Jennings: Chapter 5</li> <li>3. Fluency Module (DLD Hot Sheet #3)</li> </ol>	Completed Worksheet for Fluency Module (DLD Hot Sheet #3)

Session 8 – 3/10	Spring Break No Class		Study ☺
Session 9 – 3/17	Midterm Exam		Midterm Exam  Fox Self Study Check #1 (Parts 1, 2, 3, 4, & 5)
Session 10 – 3/24	<b>No Face-to-Face Class</b> Please Complete the Independent Activity	Select <b>one</b> IRIS Module from this list. Type out and answer the questions throughout the module from start to finish. Submit your evidence of the completed module (word document) to Blackboard.	
Session 11 – 3/31	<ul style="list-style-type: none"> <li>• Vocabulary Instruction</li> <li>• Reading Comprehension <ul style="list-style-type: none"> <li>• DLD Hot Sheet #4</li> <li>• Planning Small Group Activities</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Jennings: Chapter 10</li> <li>2. Jennings: Chapter 11</li> <li>3. Berkeley: Chapter 3</li> </ol>	
Session 12 – 4/7	<ul style="list-style-type: none"> <li>• Writing <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Student Choice</li> <li>• Literacy for Diverse Populations</li> <li>• Linking Reading to Daily Life</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Jennings: Chapter 13</li> <li>2. Jennings: Chapter 14</li> <li>3. Berkeley: Chapter 4</li> <li>4. Berkeley: Chapter 8 (Look for key points and read what interests you)</li> </ol>	Completed Worksheet for Writing Module (DLD Hot Sheet #5)
Session 13 – 4/14	<b>No Face-to-Face Class</b> <ul style="list-style-type: none"> <li>• Q&amp;A on Blackboard Collaborate</li> <li>• Select Poster Topic</li> </ul>	<ol style="list-style-type: none"> <li>1. Jennings: Chapter 12</li> <li>2. Jennings: Chapter 15</li> </ol>	
Session 14 – 4/21	<ul style="list-style-type: none"> <li>• Fox Posttest</li> <li>• Applying what we have learned to a class scenario with “Sasha”</li> <li>• Peer Editing</li> </ul>		Case Study Draft (upload to Blackboard and bring to class)  Fox Self Study Check #2 (Parts 6, 7, & 8)
Session 15 – 4/28	Presentations		Poster Presentation with Handout (Bring to Class)  Case Study Report (Upload to <b>both</b> TK20 and Blackboard)
Session 16 – 5/5	Final Exam	Study ☺	Final Exam

## Appendix

Poster Presentation Components	Possible Points	Earned Points
<b>Poster Topic:</b>		
<p>The selected topic is appropriate because it is a research- or evidence- based strategy or practice that targets one of the following:</p> <ol style="list-style-type: none"> <li>a. Oral language development</li> <li>b. Reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension)</li> <li>c. Writing development (spelling or composition)</li> </ol>	3	
<b>Presentation Demonstrates the following:</b>		
<ol style="list-style-type: none"> <li>1. Adequate preparation including:               <ol style="list-style-type: none"> <li>a. Neat and organized layout and design</li> <li>b. Visible from a distance of at least 3 feet away</li> <li>c. Includes relevant images and examples and is not overly text heavy</li> </ol> </li> </ol>	2	
<ol style="list-style-type: none"> <li>2. Clearly links the identified needs of the student assessed in the case study assignment and the proposed research- or evidence- based strategy or practice</li> </ol>	2	
<ol style="list-style-type: none"> <li>3. One-page handout (or brochure) provided to each colleague and the professor aligns with the poster topic and includes research support as well as useful takeaways for classmates</li> </ol>	3	
<ol style="list-style-type: none"> <li>4. Professional Demeanor where you answer peer and professor questions about the purpose of the selected practice, the link to coursework and to your case study student, and the research behind the topic</li> </ol>	2	
<b>Items on the Poster and Handout:</b>		
<ol style="list-style-type: none"> <li>1. The poster presentation has clear focus and direction.</li> <li>2. The presentation explicitly states the overall idea and purpose.</li> <li>3. There is a clear description of the evidence or research based practice that includes:               <ol style="list-style-type: none"> <li>a. The purpose of the practice</li> <li>b. How it works including steps to implement</li> <li>c. How the practice help students</li> <li>d. The poster includes examples, visuals, images, pictures, etc. to help convey to key aspects of the topic</li> </ol> </li> </ol>	5	
<ol style="list-style-type: none"> <li>4. Discuss the documented effectiveness of the practice by including research support in your discussion and on your poster. Research citations and references should be included in correct APA style</li> </ol>	3	
<b>TOTAL POINTS</b>	20	

Reading Case Study	Possible Points	Earned Points
<p><b>Student Background</b></p> <ul style="list-style-type: none"> <li>• Collect demographic and background information significant to reading, writing, and language development. <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>	5	
<p><b>Oral Language Development</b></p> <ul style="list-style-type: none"> <li>• Consider how the student’s <b>expressive and receptive language</b> (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>	5	
<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: <ol style="list-style-type: none"> <li>1. An informal reading inventory (IRI) (download from <a href="http://www.ablongman.com/jennings5e">www.ablongman.com/jennings5e</a>.)</li> <li>2. Informal Spelling Assessment</li> <li>3. <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>▪ You must justify your choice. 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> </ol> </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</li> <li>▪ A narrative error analysis of student strengths and weaknesses on the assessment given</li> </ul> </li> </ul> </li> </ul> <p><b>All completed assessment protocols must be attached to the final report</b></p>	40	
<p><b>Summary</b></p> <ul style="list-style-type: none"> <li>• Statement of <i>overall</i> strengths and needs of student</li> <li>• This should be based upon student background information and findings from assessments (including relevant student behavior)</li> </ul>	4	

<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>○ 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)</li> </ul> </li> <li>• Classroom recommendations that are supported in research or evidence-based and grade/age appropriate</li> <li>• Classroom/testing accommodation recommendations based on information obtained from your assessments and written only as a recommendation for the child's IEP team to consider</li> <li>• Make recommendations for parents to realistically implement and that reinforce practice at home</li> </ul>	12	
<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 including title page, running head, one inch margins, double spaced, 12-point font, Times New Roman font, in-text citations, reference page with necessary references)</li> </ul>	4	
<p><b>TOTAL POINTS</b></p>	70	