

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

EDUC 542 Section 001
Foundations of Education
4:30-7:00 / Wednesday, Jan 20 – May 4
Krug Hall - 5

Professor: Dr. Andrew Gilbert
Office Hours: By appointment; Wednesday 3:00-4:00
Office Location: Thompson 1404
Office Phone: (703)-993-3497
Email: agilbe14@gmu.edu

COURSE DESCRIPTION:

- A. **Prerequisites:** Admission to Elementary Education licensure program
- B. **University Catalog Course Description:** Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Prerequisite(s): Admission to the Elementary Education licensure program.
- C. **Expanded Course Description:** N/A
- D. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

LEARNER OUTCOMES:

This course is designed to enable students to:

1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. discuss laws related to students' and teachers' rights and responsibilities

PROFESSIONAL STANDARDS:

National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation

1. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environment.
2. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

Association of Childhood Education International Standards

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

5.1 Professional growth, reflections, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

InTASC Standards

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

8 VAC 20-25-30. Technology standards

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- C. Instructional personnel shall be able to apply computer productivity tools for professional use.
- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

NATURE OF THE COURSE:

This course is structured to use multiple instructional formats. We will engage in face-to-face class sessions as well as several online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. **This course requires 15 hours of field experience.**

REQUIRED TEXTS:

Spring, J. (2012). *American education* (16th ed.). New York, NY: McGraw-Hill.

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Broadway Publishing.

Gorski, P. C. & Zenkov, K. (2014). *The big lies of school reform: Finding better solutions for the future of public education*.

Virginia's Standards of Learning for K-6 (<http://www.pen.k12.va.us>)

Additional selected readings will be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment Descriptions

a. Attendance and Participation (Entrance tickets, attendance and engagement)

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

b. Educational History (Exit Tickets):

At the end of each class, you will review your concept map and you will then complete an exit ticket that details how your answers to any of the questions in your concept map have changed/evolved given our readings/discussions. This serves as a type of “exit card” to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.

We know from the research literature that your prior school experiences as a student (aka-your apprenticeship of observation-Lortie, 1974) wield incredible influence on your views of teaching and learning. Therefore, it is essential that we explore your K-12 school experiences so that you are aware of the pre-existing perceptions that you bring to teacher preparation. Your Educational History should be 1-2 single spaced pages in length and should be an introspective summary/reflection on your memories of teaching/learning in

- Elementary school
- Middle school
- High School
- College

c. Beliefs Statement:

As you progress through your program, you will identify, develop, and refine your beliefs about teaching and learning. These beliefs may or may not reflect your actual teaching practice. We often aspire to something that we are not yet able to do or that we don't do consistently. Your Beliefs Statement serves as a tool for acquiring new knowledge and studying your own teaching practice. Remember, your Beliefs Statement is likely to shift, grow, and deepen as you gain more experience in the classroom and deepen your knowledge of theory and practice.

On the first day of class, you will reflect on the prompts below and develop a concept map of your beliefs and how they relate to one another. You will highlight areas that intersect and sources of tension in your map. Each week we will complete exit tickets to

reflect how your thoughts are changing/evolving and we will revisit this map to refine/expand your thoughts. At the end of the course you will write your beliefs statement based on the concept map and exit tickets.

Your Beliefs Statement should be about 5 pages in length and should address each of the following prompts:

- I believe the purpose of schooling is...
- I believe that teaching and learning...
- I believe my classroom is...
- I believe all my students are... they learn best when they...
- I believe my students learn best when I...
- I believe community/family is/are...
- I believe collaboration is...
- My professional goals as a teacher are...

d. Community Mapping Activity:

In your field hours school groups, you will complete a community mapping activity. The purpose of this activity is to familiarize you with the myriad factors that influence students' daily school experiences and to provide a format for introducing your school to your peers. You and your peers at your field hours site will create a brief presentation (7-10 minutes max) that introduces us to the following aspects of your school:

- 1) a visual tour of both your school and the surrounding community
- 2) school description/demographics
- 3) community description/demographics
- 4) aspects of your school that make it unique
- 5) intersection of course readings/discussions with your school experiences.

The presentation can take any format that your group prefers! Be creative☺. Please be cognizant of taking pictures of children—any photographs need to be used only for the purposes of this assignment and not distributed/used in any other forum.

e. Reflective Practitioner Paper:

In order to become reflective practitioners for a multicultural classroom, candidates must reflect on a variety of professional issues that teachers confront in their day-to-day teaching as well as the broader educational and social context, which affects the work of the public school teacher. To this end, the candidates will analyze a current issue/innovation around race and culture, gender equity, special education, social class, or language diversity. They will then relate it to historical and sociological trends/perspectives as well as to their own experiences.

*A detailed task description and rubric is attached.

2. Assignment Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Percentage</i>	<i>Due Date</i>
1, 2, 3	Participation (entrance/exit, attendance)	15%	Weekly
1	Educational History	20%	1/27
1, 2	School/Community Presentations	20%	2/29
1, 2, 3	Beliefs Statement	25%	4/13
1	Reflective Practitioner Paper*	20%	4/27

All written papers **MUST** be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource <http://owl.english.purdue.edu/owl/resource/560/01/>.

3. Grading Policies

A=94-100; A-=90-93; B+=86-89; B=80-85; C=70-79; F=below 70

***Remember: A course grade less than B requires that you retake the course.*

4. Other Expectations

- All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource: <http://owl.english.purdue.edu/owl/resource/560/01/>
***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177
- It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit.** Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by hard copy on the due date stated within the syllabus (see below) and should be submitted at the beginning of class.
- **You are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls. *Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.*

TK20 performance based assessment submission requirement

In this course there is a PBA assessment titled: *Reflective Practitioner Paper*, which described in the syllabus. This assessment is not used for accreditation purposes and does not need to be submitted to Tk20. Evaluation of your performance-based assessment by the course instructor will be completed through Blackboard. Failure to submit the assessment through Blackboard will result in the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

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/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 M ason 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. <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/>]

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the

application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application Deadlines:

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>.

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15

- Year Long Internship: April 1 (All testing deadline are August 1 immediately proceeding the fall start; RVE deadline is December 1)



Promoting Learning  Development Across the Lifespan

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

TENTATIVE CLASS SCHEDULE:

Note: Calendar is tentative and may be modified in line with course needs.

Date	Guiding Questions/Topics	Readings/Assignments Due
January 20	What does <i>foundations of education</i> mean? Who are we as individuals? Creating our wonders; vulnerability Concept Maps of our belief statements	On blackboard for week one: Willing to Be Disturbed and I won't learn from you.
January 27	Who are we as future teachers? How do we organize to best serve our students and our profession	Big Lies: Ch. 7 Kozol, Ch. 1&2 DUE: Educational history
February 3 online class session (asynchronous)	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Global migration *Poverty	Spring, Ch. 4 & 8 Kozol, Ch. 3 Big Lies, Ch. 1
February 10	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Race, Gender, and Special Needs Gender and sexuality	Spring, Ch. 3 Kozol, Ch. 4 Jen Gilbert (Bb) 'Wildness of Children'
February 17	What are the purposes of school? *Historical/political *Social	Spring, Ch. 1 & 2 (choose 5 sections from Ch. 2) Kozol, Ch. 5 & 6
February 24	What are the purposes of school? *Economic Who does school work for? For whom does school 'work'? Not work?	Big Lies, Ch. 10 Kozol, Ch. 7 Gilbert & Yerrick, 2001 (Bb) DUE: Outline of ideas for community presentation

Feb. 29 th Class from 4:30-8:30 (no class March 2 nd)	**We will meet on Monday this week to present your Community Mapping Presentations. Location TBD.	DUE: Community presentations
March 7-11	SPRING BREAK	
March 16	What are the major federal, state, and local policies impacting schools today?	Spring, Ch. 7 Big Lies, Ch. 10 Kozol, Ch. 8
March 23	What are the major federal, state, and local policies impacting schools today?	Big Lies, Ch. 3 & 11 Kozol, Ch. 9
March 30	How should students be taught?	Bb Philosophies readings (one will be assigned): <ul style="list-style-type: none"> • Plato (idealism) • Neill (existentialism) • Noddings (care) • Adler (perennialism) • Montessori (constructivism) • Skinner (behaviorism) • Dewey (pragmatism) • Freire (critical pedagogy) Kozol, Ch. 10 DUE: Draft/outline of Beliefs statement...
April 6	How should students be taught?	Leafgren (2009) Rueben's Fall (Ch. 1 and 2) Kozol, Ch. 11 Inquiry reading (Bb)
April 13	What is most important for our students to learn?	Rachel Carson (Wonder) Kozol, Ch. 12 DUE: Beliefs statement

April 20	What is the best evidence of student learning? Of teacher success?	Big Lies, Ch. 2 or 6 DUE: Bring draft of reflective paper
April 27	What are the most pressing issues with which we must be concerned as future teachers?	DUE: Reflective practitioner paper

Reflective Practitioner Paper

“A large part of the problem [of the achievement gap] is that many educators do not understand what it means to engage in educational practices that promote equity. Equity involves more than simply ensuring that children have equal access to education. Equity also entails a focus on outcomes and results”

(Boykin & Noguera, 2011, p. viii)

In consideration of the above quote, this assignment will offer you an opportunity to expand your understanding of public education as a system that both expands and diminishes equity. Taken another way, you will explore the following question: What are the tensions within efforts to reform public education and how do these debates shape your thinking and actions as a teacher? Follow the steps below to successfully write this scholarly paper.

1. Pick an educational initiative/idea introduced through class (readings, discussion, materials).
2. Research who this initiative/idea is designed to benefit (a group of students targeted by the initiative).
3. Find peer-reviewed research articles and review class readings that address the initiative/idea and its impact on students (If you are not sure about whether a research journal is peer-reviewed consult with me). Take notes as you read.
4. Write your paper. Include the following as headings so that you and the reader [your instructor] will know exactly where you are headed and whether you have addressed all of the content requirements.

- Introduction (this is where you introduce your topic, establish its significance (hook), and give your reader an advance organizer for the paper)

Part One (initiative/idea)

- Description of the initiative
- Background and historical information of initiative
- Strengths of the initiative
- Weaknesses of/challenges to the initiative
- Implications for teachers (What does this initiative mean for teachers? You will want to think about what is essential for teachers to consider, know, and do within this initiative)

Part Two (The students)

- Background of the student population targeted by the initiative (may include US, VA, DC demographics)
- Classroom/school implications for young learners in this population (How has this population of students historically experienced education? How do identity characteristics of this population intersect with characteristics of school?)
- Implications for teachers such as yourself (compare/contrast your background) teaching this population of students (You must first deconstruct and then describe relevant aspects of your identity. Then you must analyze how these pieces of your identity potentially intersect with teaching this student population. Use first person here to then generalize to a broader population of teachers like you.)

Part Three

- Conclusions (Based on what you have presented in your paper, this is where you draw conclusions about the impact of the initiative on students. Who is benefitted and how? Who is disadvantaged and how? What does that mean for the group of students targeted by the initiative?)

Tips

While you are writing the paper make sure that you are:

- Integrating concepts from readings. You CANNOT make a claim without evidence to support it. That evidence comes from your readings and research. Each section needs

multiple (2 or more different) sources. I will be looking for breadth and depth in your references.

- Integrating class discussions and integrating experiences and/or personal reflection (especially in Part 2: Implications for teachers such as yourself).

Clarity of writing

- It is logically organized
- Has an introduction that includes the goals/purpose of the paper
- Has points representing strengths and weaknesses of the initiative
- Has smooth transitions between ideas
- Ends with a conclusion that restates the main points of the paper (without introducing new ideas) and draws conclusions about the initiative's outcomes on intended students.
- Information is presented clearly within the page limits **(8-10 pages)**
- The paper has NO grammar or spelling errors.
- Read and re-read your writing before submitting
- If academic writing is difficult for you, ask a colleague or friend to review your work and provide feedback or visit the GMU Writing Center (see link above).

APA format

- title page
- headings
- page numbers
- proper use of in-text citations and appropriately formatted reference list
- Do NOT use standalone quotes in your paper. See the "Citation Cheat Sheet" on blackboard for help with this.
- Do NOT include anything in your reference list that you do not cite in your paper.

Reflective Practitioner Rubric	4 Exemplary (Met)	3 Maturing (Met)	2 Developing (Not Met)	1 Unsatisfactory (Not Met)
Description of the education initiative ACEI 5.1	Presents appropriate and complete description of the education initiative, and includes multiple and different supporting references	Presents appropriate description of the education initiative, but is incomplete and/or includes only some supporting references	Presents some description of the education initiative, but is not sufficient and/or lacks supporting references	Lacks description of the education initiative
Significant historical background information regarding the education initiative ACEI 5.1	Presents appropriate and complete significant historical and background information of the education initiative, and includes multiple and different supporting references	Presents appropriate significant historical and background information on the education initiative, but is incomplete and/or include only some supporting references	Presents some significant historical and background information on the education initiative, but is not sufficient and/or lacks supporting references	Lacks significant historical and background information on the education initiative
Strengths and weaknesses of the education initiative ACEI 5.1	Presents appropriate and complete discussion of strengths and weaknesses of the education initiative, and includes multiple and different references	Presents appropriate strengths and weaknesses of the education initiative, but is incomplete and/or includes only some supporting references	Presents some strengths and weaknesses of the education initiative, but is not sufficient and/or lacks supporting references	Lacks strengths and weaknesses of the education initiative
Implications of the education initiative for teachers ACEI 5.1	Presents appropriate and complete implications of the education initiative for teachers, and includes multiple and different supporting references	Presents appropriate implications of the education initiative for teachers, but is incomplete and/or includes only some supporting references	Presents some implications of the education initiative for teachers, but is not sufficient and/or lacks supporting references	Lacks implications of the education initiative for teachers in the identified population

<p>Background information about the targeted population of students</p> <p>ACEI 3.2</p>	<p>Presents appropriate and complete background information about the targeted population of students and includes multiple and different supporting references</p>	<p>Presents appropriate background information about the targeted population of students, but is not complete and/or includes some supporting references</p>	<p>Presents some background information about the targeted population of students, but is not sufficient and/or lacks supporting references</p>	<p>Lacks background information about the targeted population of students</p>
<p>Classroom/school implications for students in this population</p> <p>ACEI 3.2</p>	<p>Presents appropriate and complete implications for students in the targeted population; includes multiple and different supporting references</p>	<p>Presents appropriate implications for students in the targeted population, but it is not complete and/or includes only some supporting references</p>	<p>Presents some implications for students in the targeted population, but it is not sufficient and/or lacks supporting references</p>	<p>Lacks implications for students in the targeted population</p>
<p>Implications for teachers such as yourself teaching this population of students</p> <p>ACEI 3.2</p>	<p>Presents appropriate and complete background information about the culture, knowledge, and attitudes of the identified preservice teacher and includes multiple and different supporting references</p>	<p>Presents appropriate background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not complete and/or includes some supporting references</p>	<p>Presents some background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not sufficient and/or lacks supporting references</p>	<p>Lacks background information about the culture, knowledge, and attitudes of the identified preservice teacher</p>
<p>Conclusions regarding the impact of the initiative on students</p> <p>ACEI 3.2</p>	<p>Presents appropriate and complete conclusions regarding the impact of the initiative; includes multiple and different supporting references</p>	<p>Presents appropriate conclusions regarding the impact of the initiative but it is not complete; includes some supporting references</p>	<p>Presents some conclusions regarding the impact of the initiative but conclusions may be vague, and/or lacks supporting references</p>	<p>Lacks conclusions or conclusions presented are illogical based on the rest of the paper, and/or lacks any supporting references</p>

*note: multiple references means (2 or more), some means (1), none means (0).

ACEI/NCATE Standards addressed in this task

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

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

In addition to the above standards, this paper must include the following elements of a well-written paper in APA format:

<i>Element</i>	<i>No Errors (1 or 2pts)</i>	<i>Some Errors (0.5 or 1pt)</i>	<i>Multiple Errors (0pts)</i>
Organization: Title Page, Page Numbers, Headings (1)			
Citations in text (1)			
Reference page (1)			
Includes introduction (1)			
Clarity of Writing (2)			
Grammar/Mechanics (2)			

Standards score	/32
Elements of writing score	/8
Total score	/40