

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**  
**Program: Elementary Education – Licensure – Semester-long Cohort**

**EDCI 556 001: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II**  
**3 credits, Fall 2016**  
**Friday, 9:00-11:40 Thompson L028**

**Professor:**

Dr. Lois Groth

Office Hours: Friday 11:45-12:45 or by appointment

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**Course Description:**

**A. Prerequisites/Corequisites**

Yearlong cohort course sequence, including EDCI 555

**B. University Catalog Course Description**

Provides research-based introduction to literacy teaching and learning for older children. Emphasizes literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum.

**Nature of Course Delivery**

This face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning.

**Learner Outcomes:**

This course is designed to enable students to do the following:

1. Students will demonstrate an understanding of the linguistic, sociological, cultural, cognitive and psychological bases of literacy processes.
2. Students will reflect on their own literacy learning histories and connect these to current theories of literacy teaching and learning.
3. Students will observe and assess the literacy development and needs of elementary literacy learners.
4. Students will plan literacy lessons that demonstrate an understanding of the children's spelling and writing development.
5. Students will survey technological tools, print materials, and other resources for teaching writing.
6. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.
7. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
8. Students will demonstrate an understanding of the knowledge, skills, and processes necessary for teaching writing, including attention to form, purpose, audience, grammar, punctuation, spelling and syntax.
9. Students will understand and be able to facilitate oral language development, including speaking, listening, and learning of "standard English" by speakers of other languages and dialects.
10. Students will demonstrate an understanding of the structure of the English language.

11. Students will demonstrate an understanding of the unique needs of students who have special needs in the area of literacy and language development.
12. Students will demonstrate the ability to promote creative thinking and expression, as through writing, storytelling, drama, and choral/oral reading.
13. Students will demonstrate the ability to assess individual and group literacy needs in a classroom situation, and organize classroom instruction to facilitate the literacy development of all learners.

**Relationship to Program Goals and Professional Organizations:**

This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the Elementary Program for teachers of grades PK-6, and meets state and national guidelines and standards. This course will build closely upon themes taught in the first literacy course and will integrate ideas from other elementary methods courses. It addresses standards from the following professional organizations: Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS); the Virginia State Technology Standards for Instructional Personnel; and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals.

**Professional Standards:**

**Standards: INTASC**

(<http://www.dpi.state.nc.us/pbl/pblintasc.html>)

INTASC	Assignments
1. Learner Development	Hunts and Sorts; Reading, Writing, Spelling Analysis; Writing Lesson
2. Learning Differences	Hunts and Sorts; Writing Lesson; Writing Presentation; Reading, Writing, Spelling Analysis
3. Learning Environments	Hunts and Sorts; Writing Lesson
4. Content Knowledge	Hunts and Sorts; Reading, Writing, Spelling Analysis; Writing Lesson; Writing Presentation
5. Application of Content	Hunts and Sorts; Writing Lesson; Writing Presentation
6. Assessment	Reading, Writing, Spelling Analysis; Writing Presentation
7. Planning	Hunts and Sorts; Reading, Writing, Spelling Analysis; Writing Lesson; Writing Presentation
8. Instructional Strategies	Hunts and Sorts; Writing Lesson
9. Professional Learning and Ethical Practice	Writing Presentation; Reading, Writing, Spelling Analysis
10. Leadership and Collaboration	Writing Presentation; Reading, Writing, Spelling Analyses

**Standards: ISTE NETS**

(<http://cnets.iste.org/teachstand.html>)

ISTE NETS	ASSIGNMENTS
I. Technology Operations and Concepts	Writing Lesson
II. Planning and Designing Learning Environments and Experiences	Reading, Writing, Spelling Analysis
III. Teaching Learning and the Curriculum	Writing Lesson
VI. Social, Ethical, Legal, and Human Issues	Writing Lesson

**Standards: IRA**

([http://www.reading.org/resources/issues/reports/professional\\_standards.html](http://www.reading.org/resources/issues/reports/professional_standards.html))

I. Foundational Knowledge	Hunts and Sorts; Writing Lesson; Writing Presentations; Reading, Writing, Spelling Analysis
II. Instructional Strategies and Curriculum Materials	Hunts and Sorts; Writing Lesson; Writing Presentations; Reading, Writing, Spelling Analysis

III. Assessment, Diagnosis and Evaluation	Reading, Writing, Spelling Analysis
IV. Creating a Literate Environment	Hunts and Sorts; Writing Lesson; Writing Presentation

**Required Texts:**

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (6th edition). Upper Saddle River, NJ: Merrill.

Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann.

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Columbus, OH: Pearson. **\*from 555**

**\*\*Choice text** – see book club assignment

**Course Performance Evaluation:**

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. Please note the performance based assessment for this class is the Reading, Writing, Spelling Analysis.

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](http://writingcenter.gmu.edu/?page_id=177)

Participation		15%	in class
Hunts and Sorts	<b>Due 10/14</b>	20%	
Writing Book Club and presentation	<b>Variable Due Dates</b>	20%	
Writing Lesson	<b>Due 12/2</b>	20%	
Reading, Writing, Spelling Analysis	<b>Due 10/21, 11/18, 12/9</b>	25%	

**Grading Scale**

A = 94-100%	A- = 90-93%	B+ = 88-89%
B = 80-87%	C = 77-79%	F = below 70%

**Participation**

It is expected that you attend all scheduled classes and field work 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 48 hours advance notice has been provided to the instructor.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

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; therefore, **you are expected to contribute to all 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.

### **Evaluation**

Participation will be evaluated based on readiness and contribution. (15%)

### **Hunts and Sorts**

**Due 10/14**

Students will plan and implement one hunt and two sorts (a total of three lessons). After implementation, students will write a reflection, evaluating the experience. More information will be provided in class.

Outcomes: 2, 3, 4, 6, 9, 10, 11, 13

### **Evaluation**

Activities will be evaluated based on consistency with instructional methods taught in the course, appropriate developmental design, coherence of writing, and mechanics. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics. (20%)

### **Writing Lesson**

**Due 12/2**

Students will plan and implement a writing lesson incorporating technology in their placement. The focus should be on shared and/or interactive writing. The lesson will be videotaped and uploaded to Edthena. Reflections on the lesson will be posted. A summary reflection will be submitted to Blackboard. Additional information will be provided in class.

Outcomes: 1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13

### **Evaluation**

The lesson plan is one quarter of the grade and will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is the other three quarters. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

### **Book Club and Presentation**

**Variable Due Dates**

Students will form a book club and select a text from the list provided. Read and discuss the text in book club format. The group will select material to be presented to the class using an appropriate presentation format.

\*\*Cambridge group will share their experiences on December 2<sup>nd</sup> for their book club presentation.

Outcomes: 1, 2, 5, 8, 12

Selections:

Anderson, C. (2000). *How's it going A practical guide to conferring with student writers?* Portsmouth, NH: Heinemann. (due 12/9)

Culham, R. (2003). *6 + 1 Traits of writing: The complete guide (Grades 3 and up)*. NY: Scholastic. (due 10/21)

Culham, R. (2005). *6 + 1 Traits of writing: The complete guide for the primary grades*. NY: Scholastic. (due 10/21)

Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you*. HarperCollins. (due 11/11)  
AND

Fletcher, R. (1996). *Breathing in, breathing out: Keeping a writer's notebook*. Portsmouth, NH: Heinemann. (due 11/11)

Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in grades 3-8*. Stenhouse. (due 11/18)

Heard, G. & McDonough, J. (2009). *A place for wonder: Reading and writing nonfiction in the primary grades*. Stenhouse. (due 11/18)

Helman, L. (2012). *Literacy instruction in multilingual classrooms*. NY: Teachers College Press. (due 10/7)

McCarrier, A., Pinnell, G.S., Fountas, I.C. (2000). *Interactive writing: How language and literacy come together, K-2*. Portsmouth, Heinemann. (due 10/28)

Wood Ray, K. (2006). *Study driven: A framework for planning units of study in the writing workshop*. Portsmouth, NH: Heinemann. (due 12/2)

### **Evaluation**

The presentation will be evaluated based on content presented and appropriateness of format. (20%)

### **Reading, Writing, Spelling Analysis**

**Due 10/21, 11/18, 12/9**

#### **ACEI Standards Assessed: 2.1, 3.1, 4.0**

This is the programmatic Performance Based Assessment for EDCI 555 and EDCI 556. Each student should select a child to read with frequently in order to gather data on the child's reading ability, level, strategy use, and comprehension. Written analysis will include instructional decisions, as well as when and how that instruction would be provided.

Each student should also collect at least three writing samples (e.g., one each from September, October, and November) from the target child. Based on these samples, students will prepare an assessment of the child's writing ability, including ideas for further instruction.

Spelling should be evaluated based on writing samples as well as information from the qualitative spelling inventory. Instructional decisions should be outlined, including implementation.

Additional information will be provided in class.

Outcomes: 1, 3, 4, 7, 10, 12, 13

### **Evaluation**

Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade. (25%)

### **TK20/Performance-Based Assessment(s) Submission Requirement**

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) (**EDCI 556: Reading, Writing, Spelling Analysis**) to Tk20 through '*Assessments*' in Blackboard. Failure to submit the assessment(s) to Tk20 (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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## 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/>

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the George Mason University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentstupport.gmu.edu/>, and the OSS staff will follow up with the student.

## Professional Dispositions

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

[http://cehd.gmu.edu/assets/docs/forms/secondary\\_ed/sec\\_ed\\_handbook.pdf](http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf)

## Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

## IMPORTANT INFORMATION FOR LICENSURE COMPLETION

### Student Clinical Practice: Internship Requirements

#### Testing

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

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](mailto: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**

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

### **Deadlines**

Spring internship application:

Traditional: September 15

Fall internship application:

Traditional: February 15

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

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### **Proposed Class Schedule**

Note: Professor reserves the right to alter the schedule as necessary, with notification to students.

<u>DATE</u>	<u>ASSIGNMENTS DUE</u>
9/2	Introduction – Syllabus and Assignments Synchrony of Reading, Writing, and Word Knowledge
9/9	Word Study - Principles and Approaches Developmental approach to word knowledge WTW chs 1 & 2
9/16	Understanding and assessing children’s letter and word knowledge WTW chs 3 & 4 Zarillo ch 7
9/23	Word Knowledge Phonological/ phonemic awareness/Phonics WTW chs 5 & 6
9/30	Word Study Vocabulary WTW chs 7 & 8 Zarillo ch 9
10/7	Multilingual learners <b>Book club presentation - Helman</b> Multilingual writing article
10/14	Getting to know ourselves as writers Consume, Critique, Produce Writing to, with, by RR chs 1, 2, & 3 <i>Hunts and Sorts due</i>



10/21	Talk before writing Writing Development Assessment <b>Book club presentation – Culham</b>	RR ch 10 Zarillo chs 13 & 14 <i>RWSA Spelling due</i>
10/28	What is interactive writing? Getting started - Elements of Interactive writing What is shared writing? <b>Book club Presentation – McCarrier, Pinnell, &amp; Fountas</b>	IW articles Shared writing weblink
11/4	More Writing Assessment Rubrics Planning writing lessons	RR chs 4 & 5
11/11	The workshop environment Writers' notebooks <b>Book Club Presentation – Fletcher</b>	RR chs 6, 7, & 8
11/18	Balancing the workshop and other writing <b>Book club Presentations – Harvey &amp; Heard</b>	RR chs 11 & 12 <i>RWSA Reading due</i>
12/2	Writing by Independent writing <b>Cambridge Presentation**</b> <b>Book Club Presentation – Wood Ray</b>	RR ch 9 <i>Writing lesson due</i>
12/9	Conferring Learning to listen <b>Book Club Presentation - Anderson</b>	<i>RWSA complete due</i>
12/16	Putting it all together Reviewing a Comprehensive Elementary Literacy Program	Course feedback

**Guidelines for Reading, Writing, Spelling Analysis (EDCI 555 and 556 PBA)**  
**Due October 21, November 18, December 9, 2016**

This assignment requires you to apply your knowledge of literacy development and literacy content through an in depth assessment of one child's literacy and the instructional program you would implement for that child based on the assessment. This analysis is the performance-based assessment for both literacy classes (EDCI 555 and EDCI 556).

As you begin your new placement, select a target child. Between now and the beginning of December you will assess the child's reading, writing, and spelling ability.

**Reading:** create opportunities to listen to the child read. Keep a log of when you read together. Gather data on the child's reading ability, including level, fluency, self-correction rate, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories or any other form of assessment you see fit. You will present a snapshot of the child's reading ability at one point in time. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Writing: collect at least three writing samples. Be sure they are dated. The samples should include different types of writing. Avoid having all three be from the same source (e.g., 3 journal entries or 3 prompted stories). Based on these samples you will assess the child’s writing ability. This will include the developmental level as well as specific examples of their strengths in form, function, and process. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Spelling: Based on writing samples, information from the qualitative spelling inventory, and other observational data, identify the student’s developmental spelling level as well as the word study strategies the student uses. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

## Evaluation

Diversity of assessments used, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and references will determine grade. See scoring rubric.

### Assessment Rubric for Reading, Writing, Spelling Analysis EDCI 555 & 556 Performance Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
<b>Complete Introduction</b> of the student is included.	9-10 Physical, environmental, linguistic, cognitive, emotional & social characteristics of the learner are described in detail along with additional information unique to the learner (e.g., motivation).	8-8.9 Developmental characteristics of the learner including, physical, environmental, linguistic, cognitive, emotional & social are described.	7-7.9 Introduction provides limited description of the developmental characteristics of the learner.	0-6.9 Introduction lacks a description of the developmental characteristics of the learner.	(Development ACEI 1.0 INTASC 1a CAEP 1a)
<b>The Reading Analysis</b> includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student’s reading learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student’s reading learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3a)
<b>The Reading Analysis</b> includes evidence of child’s level, fluency, strategy use and comprehension.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner’s progress in level, fluency, strategy use and comprehension.	8-8.9 Assessment data includes evidence of learner’s level, fluency, strategy use and comprehension.	7-7.9 Reading analysis is incomplete.	0-6.9 Lacks a reading analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2.a)
<b>The Reading Instructional Plan</b> is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner’s strengths.	7-7.9 Instructional plan fails to address child’s specific reading needs.	0-6.9 Lacks a reading instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3.d)
<b>The Writing Analysis</b> includes evidence of multiple	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the	4-4.4 Assessment data collected by the teacher candidate to identify the student’s writing learning needs are used, referenced,	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other	0-3.4 Lacks evidence of assessment data.	

assessments and cites references and appendices.	student's writing learning needs are collected, referenced, and included in the appendices.	and included in the appendices.	than the teacher candidate.		(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
<b>The Writing Analysis</b> includes evidence of child's level, strengths in form, function, and process.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
<b>The Writing Instructional Plan</b> is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7-7.9 Instructional plan fails to address child's specific writing needs.	0-6.9 Lacks a writing instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)
<b>The Spelling Analysis</b> includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's spelling learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's spelling learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
<b>The Spelling Analysis</b> includes evidence of child's level and strategy use.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level and strategy use.	8-8.9 Assessment data includes evidence of learner's level and strategy use..	7-7.9 Spelling analysis is incomplete.	0-6.9 Lacks a spelling analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
<b>The Spelling Instructional Plan</b> is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7-7.9 Instructional plan fails to address child's specific spelling needs.	0-6.9 Lacks a spelling instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)
<b>Conclusion</b> synthesizing the analysis is included.	9-10 Conclusion synthesizes analyses with instructional plans. It includes & supports predictions for learner's success.	8-8.9 Conclusion synthesizes analyses with instructional plans.	7-7.9 Conclusion lacks synthesis.	0-6.9 Lacks a conclusion.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
<b>Mechanics:</b> The paper is coherent, proof read, well-organized, error free and adheres to APA format.	4.5-5 Paper is coherent, well-organized, error free and adheres to APA format.	4-4.4 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	3.5-3.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.	0-3.4 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.	(Content ACEI 2.1)
<b>Total Weighted Score</b>					