

George Mason University
College of Education and Human Development
Elementary Education Program

EDCI 556.004 – Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II
3 Credits, Fall, 2017
Friday, 12:45-3:25pm Thompson L028

Faculty

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Prerequisites/Corequisites

Yearlong cohort course sequence, including EDCI 555

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.

Course Overview

This face-to-face literacy methods 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.

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

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.

Professional Standards:

Upon completion of this course, students will have met the following professional standards:

INTASC	Assignments
1. Learner Development	Sort Introductions; Reading, Writing, Spelling Analysis; Writing Lesson
2. Learning Differences	Sort Introductions; Writing Lesson; Writer’s Workshop and Notebook; Reading, Writing, Spelling Analysis
3. Learning Environments	Sort Introductions; Writing Lesson
4. Content Knowledge	Sort Introductions; Reading, Writing, Spelling Analysis; Writing Lesson; Writer’s Workshop and Notebook
5. Application of Content	Sort Introductions; Writing Lesson; Writer’s Workshop and Notebook
6. Assessment	Reading, Writing, Spelling Analysis; Writer’s Workshop and Notebook
7. Planning	Sort Introductions; Reading, Writing, Spelling Analysis; Writing Lesson; Writer’s Workshop and Notebook
8. Instructional Strategies	Sort Introductions; Writing Lesson
9. Professional Learning and Ethical Practice	Writer’s Workshop and Notebook; Reading, Writing, Spelling Analysis
10. Leadership and Collaboration	Writer’s Workshop and Notebook; 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. <i>Social, Ethical, Legal, and Human Issues</i>	Writing Lesson

Standards: IRA (http://www.reading.org/resources/issues/reports/professional_standards.html)

I. Foundational Knowledge	Sort Introductions; Writing Lesson; Writer’s Workshop and Notebook; Reading, Writing, Spelling Analysis
II. Instructional Strategies and Curriculum Materials	Sort Introductions; Writing Lesson; Writer’s Workshop and Notebook; Reading, Writing, Spelling Analysis
III. Assessment, Diagnosis and Evaluation	Reading, Writing, Spelling Analysis
IV. Creating a Literate Environment	Sort Introductions; Writing Lesson; Writer’s Workshop and Notebook

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**

Recommended Texts

- Dorfman, L. R., & Cappelli, R. (2007). *Mentor texts: Teaching writing through children’s literature, K-6*. Portland, ME: Stenhouse.
- Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.
- Ganske, K. (2013). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. (2nd edition). New York, NY: Guilford.
- Morrow, L. M., & Gambrell, L. B. (Eds.). (2011). *Best practices in literacy instruction* (4th ed.). New York, NY: Guilford.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, email, hard copy).

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 or Arial). **Name all electronic files with your first and last name and the assignment title (ex: John_Doe_Spelling_Inventory.docx)**. 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/>

Assignments

- Participation Throughout class 15%
- Spelling Inventory Due 10/14 15%
- Sort Introduction 1 Due 10/13 5%
- Sort Introduction 2 Due 11/03 5%
- Interactive Writing Lesson Due 10/21, 11/2, 11/14 20%
- Writer’s Notebook, Twitter, Writer’s Workshop, and Opinion Piece Due 12/8 15%
- Reading, Writing, Spelling Analysis Due 9/29, 10/27, 11/17, 12/15 25%

Other Requirements

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.

Grading

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

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Dates & Topics	Assignments Due (Before Class Begins)
1. Sept. 1 <ul style="list-style-type: none"> • Review previous course ▪ Balanced literacy • What do you want to learn in this course? • Overview of this course • Syllabus • Synchrony of Literacy Development 	Obtain a pair of scissors and a glue stick that you can keep in your class materials. Add a pencil or pen with blue or black ink, and a pen with another color ink (think brights- you will use colored ink for revising and editing). You will need these items in each class.
2. Sept. 8 <ul style="list-style-type: none"> • Word Study principles and developmental approaches to word knowledge • Overview of Stages • Assessment • Planning groups 	Read WTW Chs 1-3; Zarillo Ch 7 Optional: Helman, L. (2005). Using literacy assessment results to improve teaching for English-language learners. <i>The Reading Teacher</i> . 1. Personalize your notebook

<p>3. Sept 15</p> <ul style="list-style-type: none"> • Emergent word knowledge development • Phonological awareness • Concept of Word (COW) • Emergent writing development 	<p>Read WTW Chs 4; RR Ch 1-2 <i>Optional reading:</i> Yopp, H.K.,& Yopp, R.H. (2000). Supporting phonemic awareness development in the classroom. <i>The Reading Teacher</i>, 54,130-143. Flanigan, K. (2006). Daddy, where did the words go?</p> <p>1. Writer's Notebook Entry</p>
<p>4. Sept 22</p> <ul style="list-style-type: none"> • Beginner word knowledge development: Letter Name stage spelling • Writer's workshop (introduction) • Craft v. Process 	<p>Read WTW ch 5; RR Ch 3-4 <i>Optional reading:</i> TBA</p> <p>1. RWSA: Select student in placement classroom</p> <p>2. Writer's Notebook entry</p>
<p>5. Sept 29</p> <ul style="list-style-type: none"> • Beginner word knowledge, cont'd • Shared writing • Reading-writing connections • Word Walls 	<p>Read RR Ch 5-7 Jigsaw reading: TBA</p> <p>1. Classroom Spelling Inventory DUE</p> <p>2. RWSA: Collect first student writing sample</p> <p>3. Writer's Notebook entry</p>
<p>6. Oct. 6- double class period/no 554 today</p> <ul style="list-style-type: none"> • Transitional word knowledge: Within Word pattern spelling • Writing Workshop & Daily Writing • Writing genres (introduction) • Conferences 	<p>Read WTW ch 6; RR Ch 8-10 <i>Optional reading:</i> TBA</p> <p>1. Writer's Notebook entry</p>
<p>7. Oct. 13</p> <ul style="list-style-type: none"> • Intermediate word knowledge: Syllables and Affixes pattern spelling • Writing Assessment 	<p>Read WTW ch 7; RR 10 <i>Optional reading:</i> TBA</p> <p>1. Sort Introduction 1 DUE</p> <p>2. Writer's Notebook entry</p>
<p>8. Oct. 20</p> <ul style="list-style-type: none"> • Advanced word knowledge: Derivational Relations stage • Genre studies • Poetry and Memoir writing 	<p>Read WTW Ch 8 Jigsaw reading: TBA</p> <p>1. Interactive Writing Lesson Plan DUE (wait for feedback before implementing!)</p> <p>2. Writer's Notebook entry</p>
<p>9. Oct 27</p> <ul style="list-style-type: none"> • Advocating for high quality writing instruction • Read Teachers as Advocates article • Opinion and persuasive writing • Brainstorming Opinion piece topic 	<p>Read RR Ch 11-12 Teachers as Advocates article</p> <p>1. Writer's Notebook entry</p> <p>2. RWSA: Collect second student writing sample</p>

10. Nov 3-No 556. Double 554 with Dr. Bean	1. Sort Introduction 2 DUE
11. Nov 10 <ul style="list-style-type: none"> • Informational writing • Critical literacy • Incorporating technology 	Jigsaw reading: TBA 1. Interactive Writing Lesson <i>Implementation</i> DUE 2. Writer's Notebook entry
12. Nov 17 <ul style="list-style-type: none"> • Writing engagement and motivation • Revision techniques • Grammar 1 	Jigsaw reading: TBA 1. Interactive Writing Lesson <i>Reflection</i> DUE 2. Writer's Notebook entry 3. RWSA: Collect third student writing sample
Nov 24- Thanksgiving Holiday	
Dec 1 <ul style="list-style-type: none"> • Topic TBA • Peer writing conferences 	1. Peer feedback on Writer's Notebook and Opinion Piece DUE 2. Writer's Notebook entry 3. Work on RWSA!
13. Dec. 8 <ul style="list-style-type: none"> • Grammar 2 • Editing techniques • Publishing 	Jigsaw reading: TBA 1. Writer's Notebook, Twitter, Writer's Workshop, and Opinion Piece DUE
14. Dec 15 <ul style="list-style-type: none"> • Bringing it all together • Synchrony of literacy development 	1. RWSA complete DUE Course Feedback

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

Core Values Commitment

The College of Education and 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 Mason 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 Mason 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 George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

IMPORTANT INFORMATION FOR LICENSURE COMPLETION **Student Clinical Practice: Internship Application Requirements**

TESTING

Since 2015, internship applications must include **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.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st.**

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only...see link below)
- ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
- 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 – NEW hands-on training required for licensure!

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

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 the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at

<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING

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 the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student’s disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

APPLICATION

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

DEADLINES

Spring 2018 internship application deadline:

- * Traditional Internship: *September 15, 2017*
- * On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **don’t wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.

Assignment Information

1. Participation – Throughout course (15%)

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

2. Classroom Spelling Inventory – Due 9/29 (15%)

Spelling inventories are informative assessments that are easy to implement. They provide the teacher important information about students' language development. For this assignment, you will conduct a spelling inventory in an elementary classroom. With the students' spelling inventories, you will complete a **Feature Guide** for each student, a **Spelling-by-Stage Classroom Organization Chart**, and a **Classroom Composite**. Using this information, you will put students in word study groups, explaining the primary need of each group and the instruction you would use to meet this need. You will turn in the feature guide, the classroom organization chart, the classroom composite, and the groups with explanations of your grouping and instructional decisions. We will explain and model all of these in class.

1a. Sorting Introduction 1- Due 10/13 (5%)

Using your graded spelling inventory assignment, select one of your student groups and identify a sort that meets their targeted needs. Plan an explicit sort introduction using techniques shared in class, including sound, pattern, and position explanations as well as declarative, procedural, and conditional knowledge. Then video-record yourself modeling your sort introduction and post your video on Edthena/GoReact. Write a justification of your sort choices and a reflection of your modeling. We will explain and model all of this in class.

1b. Sorting Introduction 2- Due 11/3 (5%)

Repeat the four steps in 1a. to provide an explicit sort introduction for a different student group assessed in your classroom spelling inventory project. Utilize all instructor feedback provided in 1a. to improve your explicit introduction.

3. Interactive Writing Lesson – Draft due 10/20; Conduct by 11/10; Reflection due 11/17 (20%)

Interactive writing is an activity that allows you to “share the pen” with students and compose writing together. In this activity, the teacher and the students model writing. A real benefit of this instructional technique is that it allows the teacher to provide immediate feedback and teaching. That is, the instruction you provide is responsive to the students' actions, so you can provide immediate instruction that is right at their level (what they are “using but confusing”). You will complete (and video record) your interactive writing lesson with a small group of students in your placement. The lesson should be 10-15 minutes. Each lesson will receive constructive feedback from colleagues via Edthena/GoReact. In addition to sharing your video, you will turn in your lesson plan and a reflection on the process, outlining what you learned from this experience. This will all be discussed and modeled in class.

4. Writer's Notebook, Twitter, Writer's Workshop, and Opinion Piece – Due 12/8 (15%)

A primary focus of this course is to explore instructional techniques that support students' development as writers. In this course, you will participate in writer's workshop, which includes keeping a writer's notebook. Our writer's workshop will run like writer's workshop in elementary classrooms. I will model mini-lessons and conferences, and you will have time to write in class. You will complete weekly tasks outside of class to be entered into your Writer's Notebook. Each task will be discussed in class the week before it is due. You will take one piece of writing through the entire writing process: planning, drafting, revising, editing, and publishing. This piece of writing will be an Opinion piece on a topic related to literacy (like those that appear in Opinion sections of newspapers). This genre was selected to (a) expose you to the educational landscape you will be entering and (b) compel you to think deeply about controversial topics in

literacy education. Your Opinion piece will be shared with your colleagues. Additionally, students will be asked to use Twitter as a platform to identify mentor text/opinion pieces, express their ideas, and share the ideas of others concerning societal views of teachers using the hashtag #EDCI556. As I will discuss further in class, the writer’s notebook is a tool for writers. It is a place for you to capture ideas for writing. Additional information will be provided in class.

Guidelines for Reading, Writing, Spelling Analysis (EDCI 555 and 556 Performance Based Assessment)

Due September 29, October 27, November 17, December 15, 2017

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

ACEI Standards Assessed: 2.1, 3.1, 4.0

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. Interim due dates are used to keep you on track throughout this multi-step assignment.

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 as indicated on the class schedule. 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
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Complete Introduction 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)
The Reading Analysis 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)
The Reading Analysis 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)
The Reading Instructional Plan 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)
The Writing Analysis 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 writing 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 writing 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 3.a)
The Writing Analysis 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)
The Writing Instructional Plan is developmentally appropriate and	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to	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)

pedagogically sound.	weaknesses while differentiating instruction for the learner.	build on the learner's strengths.			CAEP 3d)
The Spelling Analysis 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)
The Spelling Analysis 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)
The Spelling Instructional Plan 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)
Conclusion 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)
Mechanics: 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)
Total Weighted Score					