



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

Spring 2018

EDSE 403 001: Language Development and Reading

CRN: 12086, 3 – Credits

Instructor: Dr. Linda Mason	Meeting Dates: 01/22/18 – 05/16/18
Phone: 703-993-3681	Meeting Day(s): Thursday
E-Mail: lmason20@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: by appointment	Meeting Location: Fairfax, KH15
Office Location: Finley Building 208A	Other Phone: 571-424-0822

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

Prerequisite(s): EDSE 401 and EDSE 440

Co-requisite(s): None

Course Description

Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDSE 401 and EDSE 440.

Schedule Type: Lecture

Advising Contact Information

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

Advising Tip

Would you like the opportunity to work on campus with students with special needs? The LIFE Program (<http://masonlife.gmu.edu/>) is an innovative post-secondary program at Mason for young adults with intellectual and developmental disabilities who desire a university experience

in a supportive academic environment. Mason students can work as instructors, resident advisors and mentors in the LIFE program.

Course Delivery Method

Learning activities include the following:

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

Learner Outcomes

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

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
3. Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
4. Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
5. Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
6. Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular

Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks

Jennings, Caldwell & Lerner (2016). *Reading Problems: Assessment & Teaching Strategies* (7th edition). Pearson. ISBN 9780132837804

Berkeley & Taboada Barber (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms* (1st edition). Brookes Publishing. ISBN 9781598573060

Fox (2016). *Phonics & Word Study for the Teacher of Reading* (11th edition). Pearson. ISBN 9780132838092

No cost:

Polloway, E.A., Smith, T.E.C., & Miller, L. (2004). *Language instruction for students with disabilities*. Denver, CO: Love Publishing. **[Posted on Blackboard]**.

- Chapter 1: *Introduction to Language, Speech & Communications*
- Chapter 2: *Language Development from Infancy through Adolescence*

TTAC Modules: *Region 4 Training & Technical Assistance Webshops*,

<http://ttaonline.org/online-training-webshops>

- *Oral Language Development: Language Foundations, Part I*
- *Oral Language Development: Typical Development, Part II*
- *Oral Language Development: Developing Speech & Language Skills in the classroom, Part III*

Class Companion Websites

- A free version of the Jennings Informal Inventory (IRI) is at: http://wps.ablongman.com/wps/media/objects/2688/2753469/Richek_AppD.pdf
- You need to print out use this IRI to complete the signature assignment.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for

printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course.

Access Blackboard through MyMason at

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jspu> (your login and password is the same as your George Mason e-mail login). Select EDSE 403/503 course.

Additional Required Readings, Modules, Video, & Podcasts

- Berkeley, S., & Mastropieri, M.A. (2010). Hotsheet 4: Effective practices for reading comprehension. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children*. (Posted on Blackboard)
- Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. *Intervention in School & Clinic*, 33, 103-111. (Posted on Blackboard)
- Graham, S. (1999). Handwriting and spelling instruction for students with learning disabilities: A review. *Learning Disabilities Quarterly*, 22, 78-98.
- Harris, K.R., Graham, S., & Mason, L.H. (2003). Self-regulated strategy development in the classroom: Part of a balanced approach to writing instruction for students with disabilities. *Focus on Exceptional Children*, 35, 1-16. (Posted on Blackboard)
- Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59, 636-644. (Posted on Blackboard).
- IRIS Module. *Improving writing performance: A strategy for writing persuasive essays*. <https://iris.peabody.vanderbilt.edu/module/pow/>
- IRIS Module. *Teaching English language learners: Effective instructional practices*. <http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm> Additional resources can be found at: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
- National Reading Panel (2000). *Put reading first: the research building blocks for teaching children to read*. Washington, DC: National Institute of Child Health and Human Development. <http://nationalreadingpanel.org/Publications/researchread.htm>
- Pullen, P., & Lloyd, J.W. (2008). Current practice alerts: A focus on phonics instruction. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children, Issue 14*. (Posted on Blackboard). Additional alerts can be found at: <http://teachingld.org/alerts>
- Reading Rockets. Video & Podcasts. <http://www.readingrockets.org/podcasts/phonics/>
- Consonants.
 - Vowels.
- Saddler, B. (2005). Sentence combining: A sentence-level writing intervention. *The Reading Teacher*, 58(5), 468-471.

Additional resources:

- Florida Center for Reading Research <http://www.fcrr.org/for-educators/>
- National Center on Response to Intervention <http://www.rti4success.org/>

Course Performance Evaluation

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

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 403, the required PBA is Informal Reading Assessment & Educational Assessment Report Case Study. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Informal Reading Assessment Administration and Report.

The Informal Reading Assessment Administration and Report is the performance-based assessment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project should be submitted by 4:15 pm on the due date. **TWO** electronic copies should be submitted (one posted to blackboard assignments and one to blackboard assessments). Specific directions and evaluation rubric are included at the end of this syllabus.

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required.)

TTAC Language Modules

You will complete three online modules for this assignment. The link for the modules is provided in the required textbook section of the syllabus. You will upload a copy of each certificate at completion on the assigned date/time to blackboard assignments. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

Phonics Self-Study

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. You are expected to complete in writing each of the self-paced exercises in the text. Plan to turn in the Fox text at the beginning of

the class session on the due date (you will receive the book back at the end of class). Full credit is earned when evidence of completion of all assigned parts is submitted on time.

Mid-Term

The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study.

Final Exam

The final exams will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled from the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at: <http://www.ets.org/s/praxis/pdf/5306.pdf>

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation

forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

IRI, Fluency and Spelling Modules

You will complete online modules within Blackboard that will help you prepare to assess a student for your Informal Reading Assessment Administration and Report. You will access these online modules through Blackboard. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

IRIS Modules

You will complete two online modules through the IRIS Center (see links above). One focuses on writing instruction and the other on instruction for English language learners. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given. *Specific directions will be provided by the instructor.*

Final Presentation

A final presentation will choose an evidence based teaching method to review and present in class. The teaching method should be selected based on one of the instructional needs identified for the student assessed during your Informal Reading Assessment Administration and Report assignment in one of the following areas: oral language development, reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) and writing development (spelling or composition). *Specific directions and evaluation rubric will be provided by the instructor.*

Course Policies and Expectations

Attendance

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. Three or more absences will result in no credit for this course. If you are unable to attend class, it is your responsibility to make arrangements (with another student) for obtaining notes, handouts, and lecture details. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence.

Please, note that some items noted as DUE are needed to earn participation points, including:

- Screenshot of field placement requirement & documentation that you have informed principal (if your own school)
- Background information & IRI and Spelling binder
- Informal Reading Assessment Administration and Report draft

Participation

This course is designed as a lecture and discussion. It is expected that you will participate in class activities (including on-line discussion/activities for on-line class sessions) and complete weekly reading and written assignments as assigned. Note that you when you are asked to complete an assignment for class, the assignment must be submitted on-line in Blackboard or ready to hand-in prior to class. In other words, unless otherwise notified, you should not be working on assignments during class. Participation as described above is evidence of professional behavior, and as such, points cannot be earned for missing in-class activities.

*Computer, iPads, etc. may be used to access readings, relevant on-line materials, and notes. Accessing email, social media, shopping, etc. does not represent professional behavior and could result in a grade reduction.

Late Work

All assignments must be submitted *on or before* the assigned due date. Late assignments will only be accepted with advanced instructor approval. Your notification to the instructor needs to be in writing (e-mail or written note with signature and date). Even with notification, in fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. Assignments will not be accepted more than 3 days late.

Other Requirements

Written Products: All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (5th or 6th editions are acceptable). All final assignments must be typed in 12 pt. Roman with 1” margins. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.

Grading Scale

A = 90-100% C = 70-79% F = 59% and below
B = 80-89% D = 60%-69%

Grading

TTAC Language Modules	5 points
IRI and DSA Assessment Binder	5 points
Fluency Modules/Scoring	5 points
IRIS Modules (SRSD & ELL)	5 points
Phonics Self-study	10 points
Midterm Exam	10 points
Informal Reading Assessment Administration and Report	35 points
Final Presentation	5 points
Class Participation and Activities (face-to-face & on-line)	15 points
Final Exam	5 points
TOTAL	100 POINTS

Student Self-Management for Calculating Course Grade

Students can calculate their points earned at any time in the semester in order to determine their grade-to-date. This is particularly important prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

<i>Assignments</i>	<i>Points Earned</i>
1. TTAC Language Modules	/5
2. IRI and DSA Spelling Assessment Binder	/5
3. Fluency Online Modules/Scoring	/5
4. IRIS Modules (SRSD & ELL)	/5
5. Phonics Self-study	/10
6. Midterm Exam	/10
7. Informal Reading Assessment Administration and Report	/35
8. Final Presentation	/5
9. Class Participation and Activities (face-to-face & on-line)	/15
10. Final Exam	/5
Total Course Points Earned	/100

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

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

Date	Topic	Readings and Assignment Due Dates
1/25	Course Overview <ul style="list-style-type: none"> • An Introduction to Systematic, Explicit Reading Instruction & Oral Language Development • Field Experience 	<i>Put Reading First</i> (In class reading/activity)

2/1	<p>Informal Reading Assessment:</p> <ul style="list-style-type: none"> • Overview of Informal Reading Assessment Administration and Report <p>Reading Problems:</p> <ul style="list-style-type: none"> • Reading Problems • Early Literacy (Concepts of Print & Phonological Awareness, and Phonemic Awareness) • Beginning Reading/Early Decoding 	<p>- Jennings, Caldwell, & Lerner: Chapters 1, 2, 6, & 7</p> <p>- Edelen-Smith (1997)</p> <p>- Pullen & Lloyd (2008)</p> <p>- Reading Rockets podcasts</p> <p>DUE: Confirm access to TTAC Modules.</p>
2/8	<p>On-Line Class - Submit by 10PM</p> <ul style="list-style-type: none"> • TTAC Oral Language Modules, Part I, II, & III • Readings Activity – Write 4 Big “Take-A-Ways” for each Polloway, Smith, & Miller Chapter (e.g., 8 Take-A-Ways). 	<p>- Polloway, Smith, & Miller: Chapters 1 & 2</p> <p>- Berkeley & Barber: Chapter 1</p> <p>DUE 10PM: Module Certificates and Take-A-Ways. Submit in Sakai.</p>
2/15	<p>Informal Reading Assessment:</p> <ul style="list-style-type: none"> • Obtaining Background Information • Using Informal Reading Inventories • Establishing Reading Levels-Word Lists <p>Reading Problems:</p> <ul style="list-style-type: none"> • Basic Skills • Accommodations 	<p>- Jennings, Caldwell, & Lerner: Chapter 3, 4, 5, & 7</p> <p>- Berkeley & Barber: Chapter 2</p> <p>DUE: Completed IRI Binder. Bring to class.</p>
2/22	<p>Informal Reading Assessment:</p> <ul style="list-style-type: none"> • Comprehension <p>Addressing Reading Problems:</p> <ul style="list-style-type: none"> • Word Knowledge • Vocabulary • Prior Knowledge 	<p>- Jennings, Caldwell, & Lerner: Chapter 8 & 10</p> <p>- Berkeley & Barber: Chapters 3 & 4</p> <p>BRING: IRI Binder.</p>
3/1	<p>Informal Reading Assessment:</p> <ul style="list-style-type: none"> • Reading Fluency • Developmental Word Knowledge (Spelling) <p>Addressing Reading Problems:</p> <ul style="list-style-type: none"> • Fluency • Spelling 	<p>- Jennings, Caldwell, & Lerner: Chapter 9</p> <p>-Hasbrouk & Tindal (2006)</p> <p>- Graham (1999)</p> <p>DUE: Spelling Assessment. Bring to Class</p>

3/8	Informal Reading Assessment: <ul style="list-style-type: none"> • Check-in Addressing Reading Problems: Comprehension <ul style="list-style-type: none"> • Text Structure • Questioning 	- Berkeley & Barber: Chapters 6 - Jennings, Caldwell, & Lerner: Chapters 11 &12 DUE: Fluency Module
3/22	MIDTERM EXAM Informal Reading Assessment: <ul style="list-style-type: none"> • Check-in Addressing Reading Problems: <ul style="list-style-type: none"> • Memory 	DUE: Phonics Self-Study
3/29	Informal Reading Assessment: <ul style="list-style-type: none"> • Check-in Addressing Reading Problems: <ul style="list-style-type: none"> • Self-regulation • Strategy Instruction 	- Berkeley & Barber: Chapter 7 - Berkeley & Mastropieri (2010) DUE: Student’s Background Information
4/5	Addressing Reading Problems: Writing <ul style="list-style-type: none"> • Sentence Writing • Written Composition • Integrating Reading and Writing 	-Saddler (2005) -Harris, Graham, & Mason (2003) - Jennings, Caldwell, & Lerner: Chapter 13
4/12	On-Line Class – Due 7:10PM Addressing Reading Problems: <ul style="list-style-type: none"> • SRSD • ELL 	DUE: IRIS Module (SRSD) DUE: IRIS Module (ELL) DUE: SRSD Lesson Plan Review
4/19	Informal Reading Assessment: <ul style="list-style-type: none"> • Class Activity: Interpreting Assessment Data Addressing Reading Problems: <ul style="list-style-type: none"> • Diverse Populations • Review – Accommodations and Instruction 	- Berkeley & Barber: Chapter 1 (review) - Jennings, Caldwell, & Lerner: Chapters 14 &15
4/26	Informal Reading Assessment: <ul style="list-style-type: none"> • Peer Editing of Informal Reading Assessment Addressing Reading Problems: <ul style="list-style-type: none"> • Motivation • Collaboration Final Exam Review	Berkeley & Barber: Chapter 8 - Jennings, Caldwell, & Lerner: Chapters 16 DUE: Performance-based Assessment (Tk20) (DRAFT for peer editing)

5/3	Informal Reading Assessment: <ul style="list-style-type: none"> STUDENT PRESENTATIONS (5 mins each) 	
5/10	Final Exam	DUE: Performance-based Assessment (Tk20)
5/17	Conferences	

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 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 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/>.

Appendix

Informal Reading Assessment Administration and Report follow on the next pages. All other assessment rubrics will be posted on Blackboard.

Assessment 7 (As required by the SPA): Informal Reading Assessment Administration and Educational Assessment Report (EDSE 403: Language Development and Reading)

GUIDELINES FOR THE INFORMAL READING ASSESSMENT ADMINISTRATION AND EDUCATIONAL ASSESSMENT REPORT ASSIGNMENT

This assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in assessment and data-based decision making for instruction. You will be required to demonstrate that you understand how exceptionalities may interact with development and learning, and that you have knowledge of evidence based instructional strategies for advancing the learning of individuals with exceptionalities.

DIRECTIONS

You will use information from class lectures and assigned course text and readings to learn sound measurement principles and practices for administering and interpreting assessment results. You will then write an educational report of these findings along with instructional recommendations.

Assessment Administration

First, you will correctly administer, accurately score, and appropriately interpret a thorough literacy assessment in the following areas:

1. Student background significant to reading and writing development (including language, culture and family background as appropriate)
2. Oral language development (including how receptive and expressive language development may impact student performance in reading and/or writing)
3. Present levels of performance in reading and writing in the following areas:
 - a. Decoding
 - b. Fluency
 - c. Comprehension
 - d. Spelling

Assessment Report

Next, you will write a 4-5 page educational report that documents the findings from the assessments. This report should be written **as if it were a formal document for school record** (*not an academic paper*). That means that, it must be written with an audience of both educators AND parents in mind.

You should include the following sections in your report:

1. Student Demographic Information

Present basic information about student (name, grade, age, disability)

2. Student Background Information

Present a narrative description of the student's demographic and background information significant to reading and writing development (including language, culture and family background as appropriate).

3. Oral Language Development

Present a narrative description of the student's oral language development and compare to typical language development for the respective grade. Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling).

4. Assessment Information

Provide a general description of each assessment (Informal Reading Inventory and Developmental Spelling Assessment) including what kind of information can be obtained from the assessment and definition of related terminology.

5. Informal Reading Inventory (IRI) Results

Present the results of each assessment area of the IRI. This should include: (a) a reporting of the results for each area within the assessment, and (b) an indication of whether this area of reading is an area of concern. For each assessment area (decoding, fluency, comprehension) provide a narrative error analysis of student strengths and weaknesses on the assessments given. All completed assessment protocols must be attached to the final report.

6. Developmental Spelling Assessment (DSA) Results

Present results from the DSA. This should include a description of the identified spelling stage compared to typical development, and an error analysis of spelling features within that stage.

7. Supplemental Assessment Results (or Recommendations)

Identify an area of literacy development where additional assessment may be needed to further understand an area of weakness found, or suspected, from the reading and spelling assessments administered.

8. Assessment Summary

Provide an overall summary of the student's performance based on everything you have learned from ALL assessments. Provide a comparison to expectations for grade level for each area assessed, and then elaborate on any strengths and/or any weaknesses the student may have.

9. Recommendations for Accommodation

Consider the assessment results and make a judgement about whether the student needs accommodations to access and/or have positive learning results in general and special curricula.

10. Recommendations for Instruction

Make recommendations for instruction based on each area of weakness identified from the assessments. Instructional recommendations should be evidence based and grade/age appropriate, and include adaptations to instruction if appropriate. Consider student identified

interests, learning environments, and any cultural and linguistic factors when making your recommendations.

11. Signature

Sign and date your report.

12. Disclaimer

Your report should include the following disclaimer: “This report is to be used for course requirements only. It should not be placed in a student’s official file nor used to make decisions about a student’s educational services.”

Informal Reading Assessment Administration and Educational Assessment Report

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Student Background & Oral Language Development:</p> <p>CEC/IGC Standard 1</p> <p>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate produces a description of the target student’s background that <u>fails</u> to show a clear understanding of:</p> <ul style="list-style-type: none"> • the student’s present level of performance relevant to literacy instruction, and/or • the potential impact of the target student’s language proficiency on reading and writing development 	<p>Candidate produces a description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> • the student’s present level of performance relevant to literacy instruction, and • the potential impact of the target student’s language proficiency on reading and writing development 	<p>Candidate produces a detailed description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> • the student’s present level of performance relevant to literacy instruction, and • the relationship between the target student’s language proficiency and typical language development, and • the potential impact of the target student’s language proficiency on reading and writing development
<p>Reading & Writing Development:</p> <p>CEC/IGC Standard 4</p> <p>Beginning special education professionals use multiple methods of</p>	<ul style="list-style-type: none"> • Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
assessment and data sources in making educational decisions.	inventories to the extent that interpretation of the assessment results is impacted. • Candidate fails to identify an appropriate area of literacy development where additional assessment may be needed to further understand an area of weakness.	Minor errors that do not change interpretation of the assessment results may be present. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.	• Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.
Reading & Writing Development: CEC/IGC Standard 4 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	• Candidate fails to use assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Recommendations may be grounded in opinion rather than assessment data.	• Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula.	• Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Candidate provides a clear rationale for these recommendations that is grounded in assessment data.
Instructional Recommendations: CEC/IGC Standard 5	Candidate makes recommendations for reading and/or writing instruction that are:	Candidate makes recommendations for reading and/or writing instruction that:	Candidate makes recommendations for reading and/or writing instruction that: • are appropriate based on the assessment results for

	<p style="text-align: center;">Does Not Meet Expectations</p> <p style="text-align: center;">1</p>	<p style="text-align: center;">Meets Expectations</p> <p style="text-align: center;">2</p>	<p style="text-align: center;">Exceeds Expectations</p> <p style="text-align: center;">3</p>
<p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • not connected to the assessment results, and/or • that are not evidence based for students with exceptionalities. 	<ul style="list-style-type: none"> • are appropriate based on the assessment results for the target student, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate. 	<p>the target student, and may also consider student interests, learning environments, and/or cultural and linguistic factors, and</p> <ul style="list-style-type: none"> • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and • makes a clear connection between the assessment results and the recommended practices

**GRADING RUBRIC FOR THE INFORMAL READING ASSESSMENT
ADMINISTRATION AND EDUCATIONAL ASSESSMENT REPORT ASSIGNMENT**

Assessment Report – 35 TOTAL POINTS

(See suggested outline and tables for the report in Blackboard)

<p>Student Background</p> <p>Collect demographic and background information <u>significant to reading, writing, and language development.</u></p>	/10
<p>Oral Language Development</p> <p>Consider how the student’s expressive and receptive language (both oral and written) may be impacting the student’s performance in reading and/or writing (including spelling).</p>	/10
<p>Reading and Writing Development*</p> <ol style="list-style-type: none"> 1. Provide a general description of each assessment including what kind of information can be obtained from the assessment 2. Correctly administer and accurately score the results of the informal reading inventory and spelling assessment, 3. <i>Recommend or complete at least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). 4. Analyze the results and present the findings in an educational report that presents the results of each assessment including: <ul style="list-style-type: none"> o a reporting of the results for each assessment (use tables as suggested), o an indication of whether this area of reading/writing is an area of concern; and o a narrative error analysis of student strengths and weaknesses on the assessment given 5. Attach all completed assessment protocols to the final report <p><i>*403 Requirement: To earn full points, 403 students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.</i></p>	/50
<p>Summary</p> <p>Statement of <i>overall</i> strengths and needs of student</p> <ul style="list-style-type: none"> o Statement should be based upon student background information and findings from assessments. 	/5
<p>Recommendations*</p> <ul style="list-style-type: none"> ▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments. <ul style="list-style-type: none"> o Classroom recommendations should be evidence-based and grade/age appropriate 	

<ul style="list-style-type: none"> ○ Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child) ○ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child’s IEP team to consider ▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement. <p><i>403 Requirement: To earn full points, 403 student recommendations must include evidence based practice(s) with sufficient detail to be beneficial to an educator reading the report.</i></p>	/20
<p>Style</p> <ul style="list-style-type: none"> ▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals ▪ Professionally written (using APA guidelines for writing style only) ▪ Signature and disclaimer should be included 	/5
<p>Total Assignment Points</p>	/100
<p>Total Course Points (Total Assignment Points Earned x .35 = Total Course Points)</p>	/35