



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

Spring 2019

**EDSE 564 650: Phonology, Phonics, and Fluency for Students with Specific Learning Disabilities**

CRN: 22124, 3 – Credits

<b>Instructor:</b> Judith Fontana/Katherine Nutt	<b>Meeting Dates:</b> 3/12/2019 – 5/14/2019
<b>Phone:</b> JLF Cell:571-277-3079	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> <a href="mailto:jfontan1@gmu.edu">jfontan1@gmu.edu</a> <a href="mailto:Katherine.Nutt@fcps1.org">Katherine.Nutt@fcps1.org</a>	<b>Meeting Time(s):</b> 4:30 pm – 9 pm
<b>Office Hours:</b> Prior to or after class or by appointment	<b>Meeting Location:</b> Trailside MS 20325 Claiborne Pkwy. Ashburn VA 20147 Room: ZL 619
<b>Office Location:</b> Same as meeting location	<b>Other Phone:</b> N/A

**\*\*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 563

**Co-requisite(s):** None

**Course Description**

Evaluates phonology, phonics, and fluency skills of students with specific learning disabilities using formal and informal measures. Designs instruction to meet the needs of students with learning disabilities who have deficits in these areas. Offered by Graduate School of Education. May not be repeated for credit.

**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.

**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**

(Student outcomes are aligned with International Dyslexia Society Knowledge and Practice Standards for Teachers of Reading)

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

1. Identify the general and specific goals of phonological skill instruction.
2. Know the progression of phonological skill development.
3. Identify the differences among various phonological manipulations.
4. Understand the principles of phonological skill instruction.
5. Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.
6. Understand the phonological features of a second language.
7. Know or recognize how to order phonics concepts from easier to more difficult.
8. Understand principles of explicit and direct teaching.
9. State the rationale for multisensory and multimodal techniques.
10. Know the routines of a complete lesson format.
11. Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
12. Understand the role of fluency.
13. Understand reading fluency as a stage of normal reading development.
14. Define and identify examples of text at a student's frustration, instructional, and independent reading level.
15. Know sources of activities for building fluency in component reading skills.
16. Know which instructional activities and approaches are most likely to improve fluency outcomes.
17. Understand techniques to enhance student motivation to read.
18. Understand appropriate uses of assistive technology.
19. Understand the principles of progress-monitoring and the use of graphs to indicate progress.
20. Know the range of skills typically assessed by diagnostic surveys.

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), intensive program in Reading Disabilities. This program complies with the standards for teachers of reading established by the International Dyslexia Association. The standards addressed in this course include those related to C: Structured Language Teaching and D: Interpretation and Administration of Assessments for Planning Instruction.

### **Required Textbooks**

Bloom, F. & Traub, N. (2005) Recipe for Reading: Intervention Strategies for Struggling

Readers. Cambridge: Educator's Publishing Service.

Phoneme Grapheme Card Pack: Large or Small (IMSE)

IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3. <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=21>

Mather, N., & Wendling B. J. (2012). *Essentials of Dyslexia Assessment and Intervention*. Wiley: Hoboken, NJ.

### **Recommended Textbooks**

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

### **Required Resources**

**Blackboard:** This course will be delivered face to face and on GMU's Blackboard platform. In addition, required readings are posted on the course Blackboard site. Students are required to have reliable access to Blackboard.

**Group Work:** In addition to in-class group work, students may use Blackboard Collaborate and Blackboard Discussion Boards to complete assignments. If you are not familiar with Collaborate or the Discussion Boards, please complete a tutorial available on Blackboard.

**Email:** Students are required to activate, monitor, and use their GMU email accounts when corresponding in and about the course. Per university policy in compliance with federal law, faculty will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts. Any announcements regarding the course will be sent to your GMU account and will appear on Blackboard. Faculty will attempt to respond to individual emails within 48 hours, excluding weekends.

### **Additional Readings**

Additional readings or resources will be posted on Blackboard.

### **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 564, the required PBA is Case Study Analysis. 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)**

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 564, the required PBA is Case Study Analysis. 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 is not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### Case Study Analysis

Using assessment data from a case study presented to candidates of a student with a specific learning disability in reading, the candidate will interpret findings, plan for progress monitoring, and design targeted instruction.

1. Using case study data, accurately interpret a test and subtest scores to describe a student's patterns of strengths and weaknesses and instructional needs in the areas of phonology, phonics and word recognition, and fluency.
  - a. Provide an overall summary of the student's performance based on assessments provided. Provide a comparison to expectations for grade level for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have.
  - b. Recommendations for Accommodation  
Consider the assessment results and make a judgment about whether the student is in need of accommodations to access and/or have positive learning results in general and special curricula.
  - c. Recommendations for Instruction

- Make recommendations for individualized instruction based on each area of weakness identified from the assessments. Instructional recommendations should be evidence-based. Consider student identified interests, learning environments, and any cultural and linguistic factors when making your recommendations.
- d. Identify one goal for each of the areas of phonology, phonics and word recognition, and fluency.
2. Instruction
- a. Using the three goals for individualized instruction as your guide, describe a general plan for individualized instruction for the student. Include who would provide the instruction, where the instruction would be provided, and the frequency of lessons.
  - b. Design three complete lesson plans, using information from the course. One lesson should address phonology; another phonics and word recognition, and another fluency.
3. Progress monitoring
- a. Describe how you would use informal assessment measures (based on repeated, curriculum-based measures) to monitor the progress of the student toward the two goals you identified.
  - b. Describe the probes and procedures (in brief form) that you would use.
  - c. Identify the frequency of your assessment and how you would use the information gathered.
  - d. Identify how you would make decisions about instruction based upon the data gathered.

**College Wide Common Assessment (TK20 submission required) N/A**

**Performance-based Common Assignments (No Tk20 submission required) N/A**

### **Other Assignments**

Test Review Activity- Candidates will review designated formal, and informal diagnostic and formative assessments related to phonemic awareness, phonics, word recognition and fluency. They will create a reference document that:

- Defines the rationale and purpose of each test/assessment and subtests as appropriate.
- Describes administration and scoring
- Describes how the information can be used to inform instruction.
- If you report on a commercial product include the official name, the editor or author and the publisher or source.

Note : Details are on Blackboard. There are required items as well as some free choice items. A response Template is provided on Blackboard.

Assistive Technology—Candidates will review and evaluate a variety of assistive technologies for reading that focus on phonics/decoding, word recognition, and fluency, comprehension and writing appropriate for grades k-3. Candidates will identify purpose, contextual needs, and cost of devices, as well as feasibility of use in a general classroom and in structured supplemental instruction. Finally, candidates will describe the impact of the use of the device on long-term reading outcomes for students with learning disabilities. This is an in-class activity. Your product will be submitted electronically at the end of class.

Discussion Board- Candidates will post discussion questions or topics (twice) and respond (4 times) to topics posted by their colleagues. Postings will be based upon the weekly reading assignments. Dates and details are posted on Black Board

## **Course Policies and Expectations,**

Attendance/Participation: Each student is allowed one absence with no deductions. Two tardies/early departures are equal to one absence. Beyond that, one point will be deducted for each absence, up to a total of 10 points. Please communicate with your instructor as soon as possible prior to any/all tardies and absences.

Class cancellations due to weather: If we cannot access the location for class it is the student's responsibility to check their GMU email and Blackboard for direction. Unless otherwise notified any assignments due at the cancelled class are still due and unless otherwise directed should be submitted via email attachment to **all** professors.

### Attendance and In-Class Participation – 25 points

Attendance is critical and class time will provide opportunities for (a) demonstration, (b) hands-on activities, (c) reflection on readings, class activities and assignments, and (d) applications or extensions related to assigned readings. In-class activities will build upon readings. Occasionally, student products will be generated and used to document participation. There will be no opportunity to make up points awarded for student products generated during class time. Active participation is expected and will be assessed for each class session and at completion of online class activities. The following rubric will be used to determine participation.

### **Late Work**

Assignments are due on the date indicated in the syllabus. If your instructor changes the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. Late work that has not been previously been made known to the instructors, and without extenuating circumstances will result in a *1-point deduction for each day late*.

### **Grading Scale**

A	95-100
A-	90-94
B+	86-89
B	80-85
C	70-79
F	below 70

A grade of A or A- indicates that a student has performed at an exemplary level. The A-range student participates actively and thoughtfully in class discussions and activities; completes all course readings and assignments in a timely and professional manner; shows coherence and thoroughness in planning; writes well-organized papers; consistently demonstrates the ability to make connections between theory and practice; meets the general requirements and guidelines of the course, as listed below. The instructor reserves the right to award an A+ to students who consistently exceed basic requirements of the course.

Assignments/Grading	Points
1. Class Attendance and Participation: Includes documentation of in-class activities and	25
2. Discussion Board: Directions & rubric on BB	15
3. Test Review Activity: Directions & rubric on BB	20
4. Assistive Technology: Directions & rubric on BB	15
<b>5. *Designated Performance-Based Assessment: Case Study Analysis and Instructional plan.</b>	25
TOTAL	100

Class Participation Rubric:

Excellent (25 pts.)	Competent (15-24 pts.)	Minimal (below 15 pts.)
The student: <ul style="list-style-type: none"> <li>Actively questions, observes and reflects on readings and discussions</li> <li>Participates actively in small group activities</li> </ul>	The student: <ul style="list-style-type: none"> <li>Occasionally questions, observes and reflects on readings and discussions</li> <li>Participates actively in small group activities</li> </ul>	The student: <ul style="list-style-type: none"> <li>Seldom questions, observes and reflects on readings and discussions</li> <li>Does not participate actively in small group activities</li> </ul>

\*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/polices-procedures/>.

## Class Schedule

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

### EDSE 564 Spring 2019 - Fontana & Nutt

Schedule			
Class # / date	Topics	Readings	Assignment Due dates
Class 1 3/ 12 LO 5,6,7	Syllabus Overview  Introduction to 4 types of Assessments  Instructional Assessment/ Dynamic Assessment and intervention design and monitoring (2 hours)	Gickling, Gravois and Agnell, (2016). Chapter 5 Reading Assessment: Orchestrating the Dance.  Posted on blackboard Under Course Content for Class 1.	N/A
Class 2 3/ 19  Judith will be out of town  LO 5,6,7 10,11, 12, 13,15	Assessments: A Closer look Cognitive and Linguistic Correlates of Dyslexia	Mather & Wendling (2012) Chapter 5  Materials: Have access to or hard copies of: <ul style="list-style-type: none"> <li>• PAST <b>BB</b></li> <li>• Cool Tools: Informal Reading Assessments/phonological Awareness <b>BB</b></li> <li>• Critchlow Verbal Language Scale <b>BB</b></li> <li>• CORE Phonemic Awareness test <b>BB</b></li> <li>• Yopp singer <b>BB</b></li> </ul> How these are recorded for PBA	Discussion Board  Post: Group A Respond Groups B & C
Class 3 3/ 26 LO 5,6,7 10,11,12, 13,15	Assessments: A Closer Look Decoding, Encoding and Reading Fluency	Mather and Wendling chapter 6 Have access to or hard copies of: <ul style="list-style-type: none"> <li>• Gallistel-Ellis Test of Coding Skills <b>BB</b></li> <li>• CORE Phonics Assessment <b>BB</b></li> <li>• Barnell Loft spelling assessment <b>BB</b></li> <li>• DSA: Instructors will provide</li> <li>• QRI: Instructors will provide</li> <li>• Cool Tools: Informal Reading <b>BB</b></li> </ul> Assessments: Phonics, fluency, vocabulary and comprehension.  How these are recorded for PBA	Post: Group B Respond: Groups A and C

Class 4 4/2 LO 1, 2, 3, 4	<ul style="list-style-type: none"> <li>• Rationale for multi-sensory, multi-modal instruction – 15 mins</li> <li>• Principles of direct explicit instruction <ul style="list-style-type: none"> <li>○ Lesson formats – 30 mins</li> </ul> </li> <li>• Concept of frustration, instructional &amp; independent reading levels – 15 mins</li> </ul>	Ferrell & Sherman in Birsh (2011) Chapter 2 <i>Multi-Sensory Structured Language Instruction</i> <b>BB</b> In class Activity: Student teams will read and report on a variety of articles related to O-G, multi-sensory instruction.	Post: Group C Respond Groups A & B
Class 5 4/ 9	Compare and contrast approaches to reading instruction. IMSE, Alternate O-G, S.P.I.R.E Glass Analysis for Decoding Only, Phono- Graphix	No Reading	In class: Turn in Test Review Activity. Hard copy in your folder please.
APRIL 16  SPRING BREAK			
Class 6 4/23	Scaffolding data-driven multi-sensory instructional techniques integrating <ul style="list-style-type: none"> <li>○ Phonological/Phonemic Awareness &amp; Phonics</li> <li>○ Word Recognition</li> </ul>	<a href="#">Mather &amp; Wendling (2012) Chapter 7</a>	Post: Group A Respond Groups B & C
Class 7 4/30	Scaffolding data-driven multi-sensory instructional techniques integrating <ul style="list-style-type: none"> <li>○ Stages &amp; Phases of Spelling Development <ul style="list-style-type: none"> <li>▪ Spelling error analysis</li> </ul> </li> <li>○ Handwriting</li> </ul>	<a href="#">Mather &amp; Wendling (2012) Chapter 8</a>	Post: Group B Respond Groups A & C
Class 8 5/7 LO 7, 8	Assistive Technology class	AT assignment will be done in class.	Post: Group C Respond Groups A & B AT assignment is due at the end of class.
Class 9 5/14	Additional content TBD		PBA Complete in class

## 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 silence all sound emitting devices 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/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**

Assessment Rubric(s) **\*DESIGNATED PERFORMANCE-BASED ASSESSMENT**

	<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>DOES NOT MEET EXPECTATION</b>
<b>Case Study</b>	<b>3</b>	<b>2</b>	<b>1</b>
Provide an overall summary of the student's performance based on assessments data provided. Compare present level of functioning with grade level expectations for each area assessed, detailing student's strengths weaknesses. (IDA D5)	Candidate clearly presents assessment data relative to oral language, phonics, fluency and word recognition And writes a report that clearly and accurately summarizes the student's current skills in oral language, phonics, word recognition and fluency, which includes educational implications of current performance.	Candidate presents data that is unclear, incomplete or inaccurate. Or Candidate writes an incomplete summarization of the student's current skills in oral language, phonics, word recognition and fluency.	Candidate presents data that is unclear, incomplete or inaccurate And Candidate writes report that is NOT ACCURATE in summarizing student's current skills OR does not include one or more of the following areas: oral language, phonics, word recognition or fluency.

	<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>DOES NOT MEET EXPECTATION</b>
<b>Case Study</b>	3	2	1
Recommend specific specialized instructional programming based on each area of student's weakness identified by the assessment data. (IDA D6)	<p>Candidate writes appropriate, specific recommendations for instructional interventions based on assessment data that include:</p> <ul style="list-style-type: none"> <li>• Name of the intervention material, strategy or program</li> <li>• description of the intervention</li> <li>• Number of interventions sessions/week</li> <li>• d) Names intervener.</li> <li>• Candidate's provides data-based rationale for each recommendation.</li> </ul>	<p>Candidate writes inappropriate, recommendations for instructional interventions that do not align with student data (not data based rationale).</p> <p>Or</p> <p>2 or more descriptive elements (a-d) are missing, or unclear</p> <ul style="list-style-type: none"> <li>• Name of the intervention material, strategy or program</li> <li>• description of the intervention</li> <li>• Number of interventions sessions/week</li> <li>• d) Names intervener.</li> </ul>	<p>Candidate writes inappropriate recommendations for instructional interventions (not data based rationale)</p> <p>And</p> <p>2 or more descriptive elements (a-d) are missing, or unclear</p> <ul style="list-style-type: none"> <li>• Name of the intervention material, strategy or program</li> <li>• description of the intervention</li> <li>• Number of interventions sessions/week</li> <li>• d) Names intervener.</li> </ul>

	<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>DOES NOT MEET EXPECTATION</b>
<b>Case Study</b>	3	2	1
<p>Design three complete lesson plans for phonological awareness or phonics (E-1:1-4)</p> <p>Design three complete lesson plans for decoding which may include phonological awareness as supported by data.</p>	<p>Candidate designs a sequence of lessons with specific interventions that address the student’s needs as noted by the assessment data. Plans will include an explicitly stated instructional goal that links to the data. Multi-sensory instruction may address:</p> <ul style="list-style-type: none"> <li>• phonological awareness</li> <li>• phonics: syllable types, spelling rules and consonant and/or vowel graphemes</li> </ul>	<p>Candidate designs a sequence of 3 lesson plans for phonemic awareness or phonics that are missing elements for 1 of the topics below.</p> <ul style="list-style-type: none"> <li>a) Goal of the lesson is not stated</li> <li>b) Goal and/or instruction do not reflect student needs as noted in the data</li> <li>c) lessons do not build off previous lessons</li> <li>d) multi-sensory components are not present</li> </ul>	<p>Candidate designs a sequence of 3 lesson plans for phonemic awareness or phonics that are missing elements for 2 or more of the topics below.</p> <ul style="list-style-type: none"> <li>a) Goal of the lesson is not stated</li> <li>b) Goal and/or instruction do not reflect student needs as noted in the data</li> <li>c) lessons do not build off previous lessons</li> <li>d) multi-sensory components are not present</li> </ul> <p>•</p>

	<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>DOES NOT MEET EXPECTATION</b>
<b>Case Study</b>	3	2	1
<p>Design three complete lesson plans that address(phonics and word recognition) (IDA E-2: 2-4)</p> <p>Design three complete lesson plans that address word recognition. (IDA E-2: 2-4)</p>	<p>Candidate designs a sequence of lessons with specific interventions that address the student’s needs as noted by the assessment data relative to word recognition. Plans will include:</p> <p>a) An explicitly stated instructional goal that links to the data.  b) Multi-sensory instruction that addresses:</p> <ul style="list-style-type: none"> <li>• High frequency and sight words.</li> </ul>	<p>Candidate designs a sequence of lessons with specific interventions in which 2 of the following items are missing or incomplete:</p> <p>a) Goal of the lesson is not stated  b) Goal and /or instruction do not reflect student needs as noted in the data  c) lessons do not build off previous lessons  d) multi-sensory components are not present</p>	<p>Candidate designs a sequence of lessons with specific interventions in which more than 2 of the following items are missing or incomplete:</p> <p>a) Goal of the lesson is not stated  b) Goal and/or instruction do not reflect student needs as noted in the data  c) lessons do not build off previous lessons  d) multi-sensory components are not present</p>
<p>Design three complete lessons (fluency) (IDA E-6: 2)</p>	<p>Candidate designs a sequence of lessons based on student fluency data that:</p> <ul style="list-style-type: none"> <li>• Reflect the student’s data</li> <li>• Use a variety of instructional techniques to build fluency</li> <li>• Include a variety of texts at the student’s instruction level for fluency building</li> </ul>	<p>Candidate designs a lessons that:</p> <ul style="list-style-type: none"> <li>• Do not reflect student data Or</li> <li>• Instruction is limited to 1 approach or activity Or</li> <li>• Texts are not at the student’s instructional level</li> </ul>	<p>Candidate designs a lesson that:</p> <ul style="list-style-type: none"> <li>• Do not reflect student data And</li> <li>• Instruction is limited to 1 approach or activity And</li> <li>• Texts are not at the student’s instructional level</li> </ul>

	<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>DOES NOT MEET EXPECTATION</b>
<b>Case Study</b>	3	2	1
Describe use of informal assessment measures to monitor the progress of the student.	<p>Candidate describes a progress monitoring plan that includes:</p> <ul style="list-style-type: none"> <li>• Description and examples of probes</li> <li>• Description of procedures</li> <li>• Identification of frequency of use of assessment</li> <li>• Identification of how instructional decisions would be made based on data</li> <li>• Rationale for decision-making rules</li> </ul>	<p>Candidate describes a progress monitoring plan that includes:</p> <ul style="list-style-type: none"> <li>• Description of probes</li> <li>• Description of procedures</li> <li>• Identification of frequency of use of assessment</li> <li>• Identification of how instructional decisions would be based on data</li> </ul>	<p>Candidate describes a progress monitoring plan that either DOES NOT include any of the following OR items are not linked to instructional objectives:</p> <ul style="list-style-type: none"> <li>• Description of probes</li> <li>• Description of procedures</li> <li>• Identification of frequency of use of assessment</li> <li>• Identification of how instructional decisions would be made based on data</li> </ul>