



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

Spring 2020
EDSE 403: Language Development and Reading
Section: 001; CRN: 11482
3 – Credits

Instructor: Dr. Melissa Hughes	Meeting Dates: 1/21/2020 – 5/13/2020
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Office Hours: by appointment	Meeting Location: Fairfax; KH 14
Office Location: by appointment	Other Phone: 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): None

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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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 & Barber. (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms* (1st edition). Brookes Publishing, ISBN 9781598573060

Fox, B.J. (2016). *Phonics & Word Study for the Teacher of Reading*, Pearson (11th edition). ISBN 9780132838092 (This is a workbook and will not be available in digital format. Student will need to purchase hard copy.)

Recommended Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Required Resources

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*

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 this out and use it to complete the performance-based assessment.

Additional Readings

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Pearson.

- Chapter 2: Getting Started: The Assessment of Orthographic Development

- Beirne-Smith, M., & Riley, T. F (2009). Spelling assessment of students with disabilities. *Assessment for Effective Intervention*, 34, 170-177.
- Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. *Intervention in School & Clinic*, 33, 103-111.
- Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59, 636-644.
- Polloway, E.A., Patton, J.R., & Serna, L. (2008). *Strategies for teaching learners with special needs*.

Chapter 5: Spoken Language

National Reading Panel (2006). Put reading first: The research building blocks for teaching children to read. Washington, DC: National Institute of Child Health Human Development. <http://nationalreadingpanel.org/Publications/researchread.htm>

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 Assignment. 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 Educational Assessment Report

The Informal Reading 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 5:00 pm on the due date. **BOTH** an electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted including the testing protocols. *Specific directions and evaluation rubric will be provided by the instructor.*

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

ONLINE ACTIVITY: Oral Language Modules (Virginia TTAC)

You will complete 3 online modules, related readings, and a follow-up assignment to assess your understanding of the content. The link for the modules is provided in the required textbook section of the syllabus.

Students will pick a language development topic of interest from one of the modules to conduct further research by using the GMU digital library to find one research study on the selected topic. For successful completion of this assignment, a certificate of completion should be printed after each module is finished. Additionally, you should write a 3-5 page reflective paper addressing the following components on both modules collectively:

- Identify 3 new learning points that you gained from the module presentations and explain why you think it is important information for a teacher of language and reading.
- Give at least 2 specific examples of how you could see yourself using your learning from the module in your current or future professional practice.
- What were some questions or ideas that were raised about language for you as you were completing these modules?
- Identify 2-3 specific areas in language development that you would like to explore further in the future and why they are of interest to you.

Full credit is earned when evidence of completion of all assigned parts are submitted on time. No partial credit will be given. Specific directions will be provided by the instructor.

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. We will complete the pretest and posttest in class and then you will work on 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** (your book will be returned at the end of class). **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

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 exam 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.

5. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments

ONLINE ACTIVITY: Miscue Module (Blackboard)

You will complete an online module within Blackboard that will help you prepare to assess students for your informal reading report. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

Final Presentation

For your final presentation, you 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 case study assignment in one of the following areas: oral language development, reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) and writing development (spelling or composition).

Regular Attendance & Participation

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.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. 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. **Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.**

Participation as described above is evidence of professional behavior, and as such, points will be deducted for missed activities in the following manner:

- 1 missed activity = 1 point deduction (1% total)
- 2 missed activities = an additional 3 point deduction (4% total)
- 3 missed activities = an additional 5 point deduction (10% total and/or F for the course)

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

<u>Course Requirements</u>	<u>Points</u>
1. Informal Reading Assessment Administration & Report	40 points
2. Phonics Self Study (Fox workbook)	10 points
3. Midterm Quiz	5 points
4. Online: Miscue Module (Blackboard)	5 points
5. ONLINE: T/TAC Oral Language Modules (3)	10 points
6. Final Presentations	10 points
7. Class Attendance & Participation	15 points
8. Final Exam	5 points
TOTAL	100 points

Course Policies and Expectations

Attendance/Participation

Professional Behavior: For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

Late Work

Promptness: All assignments must be submitted *on or before* the assigned due date.

Grading Scale

A = 94-100%

A- = 90-93%

B+ = 88-89%

B = 83-87%

B- = 80-82%

C = 70-79%

D = 60-69%

F = Below 60%

***Note:** The George Mason University Honor Code will be strictly enforced (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

Date	Class Topic & Reading Assignments	Readings Due for this Class
1/23	<ul style="list-style-type: none"> • Introductions and Icebreaker • Syllabus and Course Expectations • Field Placement Information • A Historical Perspective <ul style="list-style-type: none"> • Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading 	Read first half of <i>Put Reading First (Intro through Phonics)</i> https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf
1/30	<ul style="list-style-type: none"> • Fox Pretest Review • Reading and the Brain • Students who Struggle with Language and Reading • Presentation group formation 	Read: Jennings Chapter 1 Read: second half of <i>Put Reading First (Fluency to End)</i> https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf <ul style="list-style-type: none"> • Register with Field Placement Office if a placement is needed/ Please select the student that you will use for the case study by this date DUE: Fox Part I & II
2/6	<ul style="list-style-type: none"> • Language Development • Language & Literacy in the Preschool Years • Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes) 	Read: Jennings Chapters 3, 14, and 15 Berkeley Chapter 1 DUE: Fox Part III & IV
2/13	No Face to Face Meeting Online Class: T/TAC Modules. We will not meet in class. Be sure to have your certificate and write-up completed for the next class.	Read: Case study Background Section Read: Jennings Chapter 10
2/20	<ul style="list-style-type: none"> • Gathering Background Information <ul style="list-style-type: none"> • Forms & Procedures for Obtaining Student Educational Histories • Systematic and Explicit Reading Instruction • Curriculum Based Measurements • Introduction to scoring oral reading miscues 	Language Modules Reflection & Certificates Read: Jennings Chapter 7 Read: Edelen-Smith (1997) DUE: Fox Part V

Date	Class Topic & Reading Assignments	Readings Due for this Class
2/27	<ul style="list-style-type: none"> • Collecting Diagnostic Information <ul style="list-style-type: none"> • Informal Reading Inventory (IRI) • Running Records; Miscue Analysis • Selecting/evaluating text for diverse learners; readability • Miscues in Oral Reading (Module) 	<p>Read: Jennings Chapters 4 and 5</p> <p>DUE: Fox Part VI</p>
3/5	<ul style="list-style-type: none"> • Advanced Word Reading Strategies <ul style="list-style-type: none"> • Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis) • Work on Background section of case study in class 	<p>Read: Jennings Chapter 8</p> <p>DUE: Fox Part VII & VIII</p> <p>Due: Miscue module</p>
3/12	NO Face-to-Face Class Meeting: Spring Break	
3/19	<ul style="list-style-type: none"> • The Dimensions of Fluency <ul style="list-style-type: none"> • Fluency Instruction (progress monitoring) • Accuracy, speed, and prosody • Fox Posttest and review 	<p>Read: Jennings Chapter 9</p> <p>DUE: Background section of Educational Assessment Report (due on blackboard by midnight)</p>
3/26	<ul style="list-style-type: none"> • Midterm (phonics) • Informal reading Inventories (IRI) scoring practice • Informal Spelling inventories – administration practice <p>Vocabulary Instruction</p> <ul style="list-style-type: none"> • Mnemonics • Semantic maps • Word meaning sorts 	<p>Read: Hasbrouk & Tindal (2006)</p>
4/2	<ul style="list-style-type: none"> • Comprehension Instruction (IRIS) <ul style="list-style-type: none"> • Graphic organizers • Questioning strategies • Self-monitoring/metacognition • Direct/explicit comprehension instruction – think aloud • Literacy & Diversity <ul style="list-style-type: none"> • First Language Interference in Speech and Writing for English Language Learners 	<p>Read: Jennings Chapters 11 & 12</p> <p>Read: Berkeley chapters 3-7</p>

Date	Class Topic & Reading Assignments	Readings Due for this Class
4/9	<ul style="list-style-type: none"> • Writing and Spelling Instruction Nature and Organization of English orthography • Spelling Assessment (DSA) • Effective Intervention Programs • Case Study Peer Review • Review for Final Exam • Writing and Spelling Group Presentation <ul style="list-style-type: none"> • Phonemic Awareness Presentation 	Read: Jennings Chapters 13 and 14
4/16	<ul style="list-style-type: none"> • Peer Review Activity • Final Exam Review 	Due: Informal Reading Report (Draft)
4/23	<ul style="list-style-type: none"> • Student Presentations 	Due: Informal Reading Report
4/30	NO Face-to-Face Class Meeting: Reading Day	
5/7	Final Exam: Please be Prompt to 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 <https://ds.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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@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 <http://cehd.gmu.edu/>.

Appendix

Assessment Rubric(s)

Reading Case Study Rubric	
<p>Student Background (1 point each)</p> <p>a. Collect demographic and background information significant to:</p> <ol style="list-style-type: none"> i. Home life including cultural background ii. School experience iii. Development including physical, social and emotional iv. Reading, writing, and language development background including special interventions and/or programs that have been tried previously 	/4
<p>Oral Language Development (1 point each)</p> <p>b. Describe the student’s oral language development from infancy through toddler years (and beyond if applicable) and the implications that these issues might have on the chld’s reading and/or writing.</p> <p>c. Describe the student’s expressive and receptive language skills (both oral and written) and the implications that these issues might have on the chld’s reading and/or writing.</p> <p>This information can be obtained when gathering student background information, from observations while testing, and from the test results.</p>	/2
<p>Assessment Administration and Report</p> <p>Correctly administer and accurately score the assessments listed below, then analyze the results and present the findings.</p> <p>For each assessment below, provide:</p>	

Reading Case Study Rubric	
<p>(1) a general description of each assessment including what kind of information can be obtained from the assessment (<i>2 points per assessment</i>) and (2) a clear report of the results for each assessment (<i>2 points per assessment</i>) (a table is often helpful in addition to the narrative).</p> <p>Make sure that your description is written in sufficient detail that the assessment can be understood by parents and other service providers.</p> <ol style="list-style-type: none"> 1. Jennings informal reading inventory (download from www.ablongman.com/jennings5e), 2. DSA: spelling assessment (will be provided in class; be sure to list the features for each level not just the letter/code for the features) 3. At least one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). A teacher created assessment is most effective for this supplemental assessment (vocabulary quiz, writing sample, etc.). <ol style="list-style-type: none"> i. Provide a clear rationale for the selection of this assessment. What specific skill/area were you concerned with gathering more information about and why? (<i>3 points</i>) <ol style="list-style-type: none"> 1. For example, if a student’s decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric. 	/15
<p>Strengths and Needs</p> <p>For each of the five areas of reading (plus spelling/writing), use the student background information and findings from the assessments described above (including relevant student behavior) to provide an indication of the student’s strengths and needs. (<i>1/2 point for each strength and 1/2 point for each need</i>)</p> <ol style="list-style-type: none"> a. Decoding (and phonemic awareness if a concern) b. Fluency c. Vocabulary d. Comprehension (and vocabulary/strategy use if a concern) <p>4. Spelling & Writing</p>	/10
<p>Recommendations</p> <p>Using the student background information, findings from the assessments described above, relevant student behavior information, and your statements about the student’s areas of strengths and needs, provide <i>a minimum of 3 evidence-based recommendations for each of the following:</i></p>	/5

<ol style="list-style-type: none"> 1. Literacy instruction based on areas of weakness identified from your assessments (2 points) 2. Classroom/testing recommendations (2 points) 3. Home practice/reinforcement (1 point) <ol style="list-style-type: none"> i. Make sure that these recommendations are ones that a parent would realistically be able to implement. <p>*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)</p>	
<p>Written Style</p> <ol style="list-style-type: none"> 1. Writing is free of spelling errors (2 points). 2. Writing is free of grammatical errors (2 points). 	/4
<p>Total</p>	/40