



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

Fall 2020

EDSE 512: Braille Code  
Section: DL1; CRN: 80857  
Section: 6V1; CRN: 83541  
Section: 6Y1; CRN: 83548  
3 – Credits

<b>Instructor:</b> Dr. Kim Avila	<b>Meeting Dates:</b> 08/26/20 – 12/04/20
<b>Phone:</b> 703.993.5625	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> kavila@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> Before and after class or by appointment	<b>Meeting Location:</b> Online
<b>Office Location:</b> Finley 203a and online	<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.**

**Assignments Course Schedule**

**Prerequisite(s):**

EDSE 511; Concurrent enrollment is also permitted

**Co-requisite(s):**

EDSE 511

**Course Description**

Provides understanding of the literary code of Braille and its implications for educational/literacy programs for students with a visual disability. Enables students to better understand the Braille code and how to teach it to students with a visual disability.

**Course Overview**

EDSE 512 teaches candidates learn to read and write literary Unified English Braille code. The course will prepare candidates to teach braille and literacy skills to students who are blind and visually impaired, assess literacy skills, and develop and instructional braille plan.

## **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](mailto: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**

Do you know what tests are needed for your program? Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your 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

This course will be delivered online (76% or more) using synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before [@masonlive.gmu.edu](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on Wednesday August 26, 2020

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

## **Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support/#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems](#)

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
  - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) ([www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/))

## • **Expectations**

- **Course Week:**  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**  
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of

this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services or at your Consortium university disability office or with your Consortium university disability office.

### **Learner Outcomes**

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

1. Demonstrate an understanding of the history of the development of braille.
2. Read and write uncontracted literary braille.
3. Read and write contracted literary braille.
4. Demonstrate knowledge of tactile perception skills and principles of braille reading mechanics.
5. Demonstrate knowledge of pre-braille and emergent literacy skills.
6. Identify braille reading and writing teaching methods for students with visual impairments, including students with additional disabilities.
7. Understand cultural and linguistic diversity related to braille literacy for students with visual impairments.
8. Locate specific braille materials for classroom use.
9. Identify methods for teaching the use of the slate and stylus.

### **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 2); CEC Standard 3: Curricular Content Knowledge (InTASC 4); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

## Required Texts

1. Holbrook, M. C., & D'Andrea, F. M. (2014). Ashcroft's Programmed Instruction: Unified English Braille (Fifth Edition). Germantown, TN: Scalars Publishing. ISBN: 978-0-9960353-0-9.
2. Holbrook, M. C., D'Andrea, F. M., & Sanford, L. D. (2014). Ashcroft's Programmed Instruction Companion Reader: Unified English Braille. Germantown, TN: Scalars Publishing. ISBN: 978-0-9960353-1-6.

**The book below is available from Mason's Electronic Library (you do not need to purchase the book below)**

Swenson, A. (2016). *Beginning with Braille: Firsthand Experiences with a Balanced Approach to Literacy* (2nd ed.). New York, NY: AFB Press.

**The books below are available for free download online:**

- UEB Rulebook (2013)
  - Available also in BRF
- [The Rules of Unified English Braille Updates to Second Edition 2013 as of August 2019](#)
- [National Library Service Braille Transcriber Manual](#)
- [Braille Formats: Principles of Print-to-Braille Transcription, 2016](#)

## Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Burns, M. (2015). *Burns Braille guide: A quick reference to Unified English Braille 2<sup>nd</sup> Edition*. New York, NY: AFB Press.

Rex, E. J., Koenig, A. J., Wormsley, D. P., & Baker, R. L. (1994). *Foundations of braille literacy*. New York, NY: AFB Press.

Wormsley, D. (2004). *Braille literacy: A functional approach*. New York, NY: AFB Press.

Wormsley, D. (2016). *I-M-Able individualized meaning-centered approach to braille literacy education*. New York, NY: AFB Press.

Wormsley, D. P., & D'Andrea, F. (1997). *Instructional strategies for braille literacy*. American Foundation for the Blind. New York, NY: AFB Press.

## Required Resources

- Manual braille (Perkins, Next Generation, Light Touch) May be checked out from the VI Consortium
- Braille paper (8.5x11 and 11x11.5)
- Traditional slate and stylus
- [The APH student starter pack](#) contains braille paper, a slate and stylus, and an abacus, which is needed for the spring braille course
- [Perky Duck Software](#): Free download from Duxbury Note that braille transcription software cannot be used for assignments in this course.
- Digital camera and video recorder to upload specified assignments and tasks.

## Additional Readings

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, VIA, hard copy).

## VIA 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 VIA (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 VIA.

For EDSE 512, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

### Assignments and/or Examinations

#### Performance-based Assessment

(VIA submission required)

N/A

#### College Wide Common Assessment

(VIA submission required)

N/A

#### Performance-based Common Assignments

(No VIA submission required)

N/A

### Other Assignments

Assignment	Points	Due Date
<u>Participation (3 points per session x 13 sessions)</u>	<b>39</b>	<b>Weekly</b>
<u>Homework assignments (12 @ 8 points each)</u>	<b>96</b>	<b>Weekly</b>
<u>How to guide: Braille and slate &amp; stylus</u>	<b>20</b>	<b>September 30</b>
<u>Midterm exam</u>	<b>30</b>	<b>October 7</b>
<u>Written Reflection and Essay on Braille Instruction and Current Issues</u>	<b>25</b>	<b>November 25</b>
<u>Final exam</u>	<b>50</b>	<b>Specified on final exam</b>
<u>Graduate Student Project</u>	<b>30</b>	<b>December 2</b>
<b>Total</b>	<b>290</b>	

### Homework (12 @ 8 points each)

Homework assignments will consist of varying activities specified each week. Each homework assignment is worth 8 points. The manual braille writer, Perky Duck/electronic transcription, and the slate & stylus will be used to submit assignments and exercises; word processors and the discussion board or other Blackboard or online programs may also be assigned. Each assignment is due before the next class session begins. Homework assignments that contain errors resulting in less than 80% accuracy in total or on one/any section may result in returning to the student without any points awarded with the option to resubmit the assignment with up to 85% of the points possible. The use of transcription software and/or applications is **not** permitted on assignments, tests, or other products for this course. Assignments that are mailed must be post marked by the date specified on each task. Late penalties will apply to assignments not postmarked by the required date.

### Send assignments to:

Kimberly Avila  
George Mason University  
MSN: 1F2  
4400 University Drive  
Fairfax, VA 22030

**NOTE:** Additional assignments may be added depending on the needs of the students.

**How to guide: Braille and slate & stylus (20 points)**

Each candidate will demonstrate skills needed for proficient use of the manual braille and slate & stylus by creating a “How to Guide” for parents, teachers, or others who can benefit from learning about the use of these devices. Each candidate will prepare a video describing parts of the braille and slate & stylus, demonstrate proper paper insertion, braille, and removal. A short passage will be assigned for braille on the braille and slate and stylus, which will be mailed to the instructor.

**Midterm Exam (30 points)**

The midterm exam will consist of braille transcription and rule knowledge.

**Written Reflection and Essay on Braille Instruction and Current Issues: (30 points)**

The reflection and essay will be based on lecture content and readings. Questions will range from policies governing braille usage and implementation, to case studies IEP goal development, data collection, and reporting and instructional planning for braille literacy.

**Final Exam: Proficiency Test (50 points)**

All students will complete a braille transcription exam at the end of the course. Students must find a proctor who will administer the exam for them and are responsible for ensuring confidentiality of the test, adhere to administration procedures, and mail it according to instructor directions.

**Graduate Student Project (30 points)**

This project is only required for those enrolled in the graduate section of this course (500 or above level).

Students must complete a project related to the instruction of braille. The project may include one of the following menu options OR it may be an original project. If an original project is selected, a one-page written proposal must be approved by the instructor before the project is implemented. Proposals must be approved no later than **November 1, 2020**.

**Menu Options**

A. Create a learning center or instructional unit for teaching the basics of braille to students who are not braille readers. (Choose and specify the target audience of your lesson plan: children, adults, parents, teachers). The unit should contain braille materials that you will share with the students who are not braille readers.



B. Describe in writing an adult with an adventitious vision loss (e.g., age, occupation, interests, abilities) and develop a plan for instructing that individual in braille with an emphasis on functional application. Include sample materials in braille that you will use with the adult.

C. Create a questionnaire and interview two teachers of students who are blind/visually impaired who have taught braille to students. The interview must be completed verbally and may not simply be sent to the TBVIs for them to fill out. Inquire about their perspectives teaching braille to diverse students, challenges, strategies, memories, methods for inclusion and collaboration, transcription of materials, and other elements related to braille. In a 4-5-page paper, summarize your participants' responses and write a reflection on how their perspectives will shape your career with braille. Include a copy of your survey with your paper. Use appropriate APA formatting.

D. Design a braille instructional lesson plan and teach it to a student who is blind or visually impaired. Your lesson should include learner background information, lesson objectives, specified materials needed, evaluation procedures, and a reflection on your lesson after you have finished teaching it.

## **Course Policies and Expectations**

### **Attendance/Participation**

Activities in class are planned in such a way that they cannot be duplicated outside of the class session. Live lectures, activities, and guest speakers supplement this course and can only be experienced in the class. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes engaging in class discussions and activities. Each week, participation activities for points will vary and may include, but are not limited to: discussions, surveys, quizzes, braille transcription submissions and readings, and written reflections. To earn full participation points, candidates must enter the synchronous classroom by the start of class and remain for the duration.

Students are expected to attend class. One absence may be excused only in the case of an emergency and with instructor notification. Participation points may be made up if the student submits a 200-word summary of the missed session along with a sample of the in class practice exercises or other required class participation activity. More than one absence will result in loss of the participation points for the missed session. Please consult with the instructor if you must miss more than 2 sessions, as course credit could be compromised. Students are responsible for completing and submitting exercises for missed classes as assigned in the course schedule and class.

### Late Work

Due to the nature of this course, turning in assignments on time is a necessity. Only in the case of serious family emergency or illness will late assignment submission be considered. You must communicate via email with the instructor as soon as possible if there is an emergency circumstance.

### Grading Scale

	Points	Percent
<b>A</b>	275-290	95-100
<b>A-</b>	261-274	90-94
<b>B+</b>	258-260	89
<b>B</b>	246-257	85-88
<b>B-</b>	232-245	80-84
<b>C</b>	203-231	70-79
<b>F</b>	<203	69

**\*Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](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 [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](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	Topic	Reading and Assignments
August 26	<ul style="list-style-type: none"> <li>▪ Introduction and orientation</li> <li>▪ Blackboard</li> <li>▪ Braille and the braille cell</li> <li>▪ Braille writers</li> <li>▪ Perky Duck</li> <li>▪ Lesson 1: The Braille Alphabet</li> </ul>	Read: Ashcroft: Introduction and Chapter 1 Submit: Student information card and braille participation
September 2	<b>Lesson 2: Alphabetic Wordsigns, Capitalization and Punctuation</b> <b>Practical research: ABC Braille Study overview and discussion groups</b>	Read: Ashcroft Chapter 2 Research articles posted on Blackboard  Due: Assignment 1
September 9	<b>Lesson 3: Numbers, punctuation continued</b> <b>Strong contractions</b> <b>Slate and stylus</b> <b>Organizations and support for braille, code, literacy, transcription, and certification</b>	Read: Ashcroft Chapter 3 Readings posted on Blackboard Bring your slate and stylus to every class!  Due: Assignment 2
September 16	<b>Lesson 4: Contraction groupings, shortform words, punctuation cont'd</b> <b>Emergent literacy and braille readiness</b>	Read: Ashcroft Chapter 4 <a href="#">Braille Readiness Grid</a>  Readings posted on Blackboard  Due: Assignment 3
September 23	<b>Lesson 5: Initial letter contractions</b>	Read: Ashcroft Chapter 5

Date	Topic	Reading and Assignments
	<b>Designing and implementing a braille instruction curriculum for students who have visual impairments</b>	Perkins Podcast: <a href="#">Teaching Braille Reading and Writing</a> Existing Curricula <a href="#">Building on Patterns</a>  <a href="#">UEB Too</a>  <a href="#">Mangold</a>  <a href="#">NLS Curriculum: Chapter 12</a>  Readings posted on Blackboard  Due: Assignment 4
September 30	<b>Lesson 6: Part word contractions</b> <b>Review for midterm</b> <b>Considerations for students with other disabilities and those whose primary language is not English</b> <b>Braille reading and writing goals</b>	Read: Ashcroft Chapter 6  Readings posted on Blackboard  Due: Assignment 5 Due: How to Guide: Braille and Slate and Stylus
October 7	<b>Lesson 7: Shortform, partial and whole word contractions</b> <b>Midterm exam</b>	Read: Ashcroft Chapter 7  Readings posted on Blackboard  Submit: Midterm exam by date specified on the test  Due: Assignment 6
October 14	<b>Lesson 8: Initial letter contractions and more shortform words</b>	Read: Ashcroft Chapter 8  Readings posted on Blackboard

Date	Topic	Reading and Assignments
	<b>Guest Speakers: Braille Readers Panel (tentatively scheduled)</b>	Due: Assignment 7
October 21	<b>Lesson 9: Lower word signs Braille literacy assessments</b>	Read: Ashcroft Chapter 9 <a href="#">Assessment of Braille Literacy Skills: UEB and EBAE</a>  Readings posted on Blackboard  Due: Assignment 8
October 28	<b>Lesson 10: Lower groupings and more shortform words Applying research to practice: article discussions</b>	Read: Ashcroft Chapter 10 Research articles on Blackboard and Conroy, P., & Collins, P. (2012). Mnemonic Devices for Braille Instruction  Due: Assignment 9
November 4	<b>Lesson 11: Final letter groupings Techniques and technologies for braille literacy and daily braille reading/writing for students with visual impairments</b>	Read: Ashcroft Chapter 11  <a href="#">AFB Braille Technology</a>  <a href="#">TSBVI Braille Technology</a>  Readings posted on Blackboard  Assignment 10
November 11	<b>Lesson 12: Additional symbols Final exam review</b>	Read: Ashcroft Chapter 12  Readings posted on Blackboard  Due: Assignment 11
November 18	<b>Final Exam</b>	Due: Assignment 12
November 25	No class meeting: Thanksgiving Break	Due: Written reflection and essay

Date	Topic	Reading and Assignments
December 2	Final exam and assignment comments and discussion	Due: Graduate student assignment

### 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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<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 VIA should be directed to [VIA Help support@watermarkinsights.com](mailto:VIA_Help_support@watermarkinsights.com). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<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 the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).

- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

## Appendix

### Assessment Rubric(s)

Task	Master	Proficient	Unsatisfactory	Points earned/points possible
Demonstrates use of manual braille and slate & stylus; provides directions and instruction on device use.	10 Candidate provides clear and accurate directions and demonstration for loading and removing paper and braille. Correct position and accurate use of braille and slate & stylus parts are used. Candidate gives meaningful and clear instructions on accurate use of braille that can be easily followed by a novice braille	8-9 Candidate provides accurate directions and demonstration for loading and removing paper and braille; Correct position and accurate use of braille and slate & stylus parts are used. Correct terminology and parts of the equipment are identified. Directions for use are clear.	0-7 Candidate provides limited, incomplete, and/or inaccurate descriptions of each device. Directions and demonstration for use are incorrect, not sequenced properly, and/or erroneous. Demonstration documents unsatisfactory use of devices and terminology used is incorrect or limited.	/10

<b>Task</b>	<b>Master</b>	<b>Proficient</b>	<b>Unsatisfactory</b>	<b>Points earned/points possible</b>
	<p>user. Clear and accurate terminology with explanations is provided with descriptive information on parts of each device. Instructional use strategies are practical and optimal for target population and demonstrate mastery of use.</p>			
<p>Braille sample for the manual braille.</p>	<p>5 Assignment 1: completion (1pt) and quality/accuracy (4pts).</p> <p>Sample is brailled in its entirety, is clear and formatted correctly with embossing quality that is consistent and even and contains no erasures.</p> <p>No contraction, misbrailled characters, or</p>	<p>4 Assignment 1: completion (1pt) and quality/accuracy (3pts).</p> <p>Sample is brailled in its entirety. Braille quality is mostly clear and formatted correctly. Embossing quality is mostly consistent and even and contains fewer than 2 erasures.</p>	<p>0-3 Assignment 1: completion (1pt) and quality/accuracy (2pts).</p> <p>Sample is not brailled in its entirety. Braille quality is not clear and/or not formatted correctly. Embossing quality is inconsistent and uneven, and/or contains more than 2 erasures.</p>	<p>/5</p>



<b>Task</b>	<b>Master</b>	<b>Proficient</b>	<b>Unsatisfactory</b>	<b>Points earned/points possible</b>
	<p>other errors are present in the transcription.</p> <p>Paper is correctly oriented.</p>	<p>No more than two contraction, misbrailled characters, or other errors are present in the transcription.</p> <p>Paper is correctly oriented.</p>	<p>More than two contraction, misbrailled characters, or other errors are present in the transcription.</p> <p>Paper is not correctly oriented.</p>	
<p>Braille sample for the slate &amp; stylus</p>	<p>5 Assignment 2: completion (1) and accuracy (4)</p> <p>Sample is brailled in its entirety, is clear and formatted correctly with embossing quality that is consistent and even and contains no erasures.</p> <p>No contraction, misbrailled characters, or other errors are present in the transcription.</p> <p>Paper is correctly oriented.</p>	<p>4 Assignment 2: completion (1) and accuracy (3)</p> <p>Sample is brailled in its entirety. Braille quality is mostly clear and formatted correctly. Embossing quality is mostly consistent and even and contains fewer than 2 erasures.</p> <p>No more than two contraction, misbrailled characters, or other errors are present in the transcription.</p>	<p>0-3 Assignment 2: completion (1) and accuracy (2)</p> <p>Sample is not brailled in its entirety. Braille quality is not clear and/or not formatted correctly. Embossing quality is inconsistent and uneven, and/or contains more than 2 erasures.</p> <p>More than two contraction, misbrailled characters, or other errors are present in the transcription.</p>	<p>/5</p>

<b>Task</b>	<b>Master</b>	<b>Proficient</b>	<b>Unsatisfactory</b>	<b>Points earned/points possible</b>
	Slate is optimally positioned for level transcription and aligned.	Paper is correctly oriented.  Slate is positioned for level transcription and aligned.	present in the transcription.  Paper is not correctly oriented.  Slate is not positioned for level transcription and aligned.	
	Total			/20