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

Spring 2021
EDSE 503 669: Language Development and Reading
CRN:24482, 3 – Credits

Instructor: Dr. Melissa Hughes	**Meeting Dates: 3/17/21 – 5/12/21**
Phone: 703-303-8562	**Meeting Day(s): Wednesday**
E-Mail: mhughesb@gmu.edu	**Meeting Time(s): 5 pm – 9:30 pm**
Office Hours: By appointment	**Meeting Location: Online**
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
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 (60% or more) using a synchronous and asynchronous 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) and email password. The course site will be available on Monday, March 15, 2021.

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/)
  - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations
- Course Week:
- Since our course will combine both asynchronous and synchronous online instruction, our course week will start on Monday, and finish on Sunday in terms of assignments. **We will meet synchronously on Wednesdays from 6:30-8:00. The expectation is that you will watch the videos for the module that week and have reviewed the module for that week prior to when we meet. You will then have until Sunday night that week to complete the assignments.**
- 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, which will take place each Wednesday from 6:30-8:00 pm**.
  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.

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 Texts

Berkeley, S. & Ray, S., (2019). *Reading Fundamentals for Students with Learning Difficulties: Instruction for Diverse K-12 Classrooms (1st Ed.)*. Routledge. ISBN 9780815352914

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

Recommended Texts

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

Required Resources

1.) Required Access to Course Blackboard Site
Blackboard (Bb) will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class starting from the first week of class. You will use the site: http://courses.gmu.edu and click the Login tab. Your Login and password are the same as your George Mason e-mail login. Once you enter, select the EDSE 503 course.

Starting the week of January 11th, be sure to attend class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!

2.) Language Modules Website
During the semester, students will be asked to access 3 online language modules through http://ttaconline.org . The purpose of these modules is for students to gain a greater understanding of language development through online narrated presentations that guide learners through key concepts in language development.

TTAC Modules: Region 4 Training & Technical Assistance Webshops, http://ttaconline.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

Additional Readings

National Institute for Literacy. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read. Kindergarten through Grade 3.* Retrieved August 12, 2016, from https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
http://dibels.uoregon.edu/

Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher, 59*, 636-644.

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 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Assignment. Please check to verify your ability to upload items to VIA before the PBA due date.

Online EDSE 503 Students Self-Manage for Calculating Course Grade Based on Points Earned on Performance-Based Summative Evaluations		
Assignment	**Points earned by EDSE 503 student**	**Total points available**
• **Reading Assessment Report**		**72 points**
• **Background Section of Reading Report**		**5 points**
• **Class Participation**		**24 points**
• **Weekly Module assignments (5 Apply the Concept activities and 3 reading quizzes)**		**48 points (6 points each)**
• **Early Language Development Application Paper (TTAC)**		**16 points**
• **Self-Paced Fox Phonics Book**		**10 points**
• **Fox Phonics Assessment**		**15 points**
• **Final Exam**		**10 points**
TOTAL	**Your total…**	**… / 200 points**
Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.		

Assignments and/or Examinations
>   **Performance-based Assessment**
>   **(VIA submission required)**

Informal Reading Assessment Administration and Educational Assessment Report – *Due 5/2* **(72 points)**

This assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in assessment and data-based decision making for instruction. ***If you will have any difficulty accessing a student for this assignment, you will need to let the professor know the first night of class.** Within this report, you will be required to demonstrate that you understand how exceptionalities may interact with development and learning, and that you have knowledge of evidence based instructional strategies for advancing the learning of individuals with exceptionalities. In addition, you will be required to demonstrated that you are able to assess and interpret an Informal Reading Inventory (IRI) and the Developmental Spelling Assessment, Directions and rubric are in the Appendix of this syllabus.

College Wide Common Assessment
(VIA submission required)
None.

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).

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

*Please note that due to barriers with accessing field experience placements in Spring 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified by their instructors with field experience options in their course. If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, you will use an alternative option provided by your instructor; **you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own).** Check your Mason email regularly for important information regarding your field experience.

Other Assignments

Attendance and Participation - *Weekly* **[3 points per class for a total of 24 points]**

In general terms, attendance points are earned based on the Attendance Policy described in the Policies section of this syllabus. More specifically, Points for class attendance and participation are positively impacted by:

   a. attending class and being psychologically available to learn whether attending virtually or in person,
   b. completing and submitting weekly synchronous class activities,
   c. participating in class discussions/activities throughout the semester,
   d. thoughtfully contributing to class discussions,
   e. listening to the ideas of other peers, respectively, and
   f. demonstrating an enthusiasm for learning,
   g. successfully facilitating assigned group work activities, which may include guided questioning and problem solving roles,
   h. and taking initiative and leadership in class discussions, which may include leading class discussions on assigned sections of specific content.

Points are negatively affected by being late to class whether virtually or in person,

demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), failure to guide your group's collaborative work or take leadership roles on assigned content, and/or absences. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class PowerPoints/materials and for other academic course purposes. **Additionally, the use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.**

Background Section of the Reading Assessment Report – *Due 4/4 (5 points)*

The Reading Assessment Report has a background section. You will complete this part of the report early in the course. This will allow you to make changes to this section if changes are needed and it will also ensure that students are thinking about the report early in the course.

Online Modules – *total of 48 points (5 Apply the Concept activities and 3 Reading Check quizzes -6 points each)*

Since our course will be online this semester, we will have content shared both synchronously and asynchronously, since a 4.5 hour synchronous class might be overload for both instructor and students. Asynchronous content and corresponding activities will be posted weekly and will account for about half of the total week course contact hours (approximately 2-2 ½ hours a week). Each week important instructional materials will be shared in a weekly module folder on Monday at the start of each week. All module materials will be due by Sunday evening by 11:59PM of the same week. Students will have a chance to ask questions and get clarification on online materials/activities during each Wednesday's synchronous class session before module work is due on Sunday evening. The expectation is that students review the module and watch the videos prior to the Wednesday Synchronous session.

Early Language Development Application Paper (TTAC) – *Due March 28th[th]* **(16 points)**

You will complete 3 online modules on the TTAC website and a follow-up assignment to assess your understanding of the content. The link for the modules is provided below and in the required textbook section of the syllabus. 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 at least 2 new learning points that you gained from each module presentation and explain why you think this is important information for a teacher of language and reading. (5 points)
- Make 3 connections with the class reading in the text book (Chapter4, Oral Language Development) (5 points)
- 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. (4

points)
- What were some questions or ideas that were raised about language for you as you were completing these modules? (2 points)

Self-Paced Completion of Fox Text Due 4/25 (10 points)

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that will familiarize you (if you were originally taught to read using a whole language approach) or refamiliarize you (if you were originally taught to read using a phonics approach) with many of the core phonics and structural analysis rules. While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox (2013) self-instruction textbook outside of class. We will complete the pretest in class, and then you will work on the self-paced exercises in the text. Due to Covid concerns, grading will involve you taking a short video of yourself flipping through the book demonstrating that you have completed the activities. You will need to post this by the due date.

Fox Phonics Assessment – *Due April 9*[th] (15 points)

There is an online assessment of the material in the Fox phonics book. It is important that you complete the self-paced book prior to the assessment date. Completion of this material will also help you with interpreting the IRI assessment (Reading Report assignment).

Final Exam – *On May 12*[th] (10 points)

The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester AND the Reading for Virginia Educators (RVE) assessment.

Course Policies and Expectations
Attendance/Participation
Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time via Zoom, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce and digitally submit during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session virtually, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructors by phone or e-mail **before** the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, **as long as the instructors are notified before the class session.** In this

case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. ***Attendance points missed for more than one absence or any absence without instructor contact before class will be considered on an individual and case by case basis based on appropriate student documentation!*** Two or more unexcused absences may result in no credit for this course.

Late Work

All assignments should be submitted *on or before* **the assigned due date via BlackBoard.** In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.
Late assignments will be accepted in the following manner for the Early Language Development Application Paper and the Reading Assessment Report (Note: No late work will be accepted for the Group Assignment, Fox Text, Reading Assessment Lesson Plan Follow Up, or Final Exam)**:**

➢ 5% point deduction – up to 1 week late
➢ 10% point deduction – 1-2 weeks late
➢ 25% point deduction – 2 weeks late up through last class before exam

Grading Scale

A = 95-100%
A- = 90-94%
B+ = 87-89%
B = 80-86%
C+ = 77-79%
C = 70-76%
F = 69% and below

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and 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/polices-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	Assignments
Week of 3/14	Introductions and Icebreaker Syllabus and Course Expectations Field Placement Information Language Development -Rules, Forms, and Functions of Language -Birth through the Preschool Years Language & Literacy in the Beginning School Years • Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB; IDEA) & Five Domains of Reading **Fox Pretest**	Module 1 Berkeley and Ray Chapter 4 TTAC Modules 1-3 **Suggest you do Fox Chapters 1-3**
Week of 3/21 Synchronous Class: 3/24 (Have chapters read and watch module prior to class on Wednesday)	Gathering Background Information -Forms & Procedures for Obtaining Student Educational Histories Collecting Diagnostic Information -Informal Assessments -Informal Reading Inventory (IRI) -Running Records; Miscue Analysis **Presentation Group Formation**	Module 2 Berkeley and Ray Ch. 1-2 **DUE Sunday March 28: Due Early Language Development Application Paper** **Suggest you do Fox Chapters 4** Read *Put Reading First* document from https://lincs.ed.gov/publications/

		pdf/PRFbooklet.pdf
Week of 3/28 Synchronous Class: 3/31	Collecting Diagnostic Information -Informal Assessments -Informal Reading Inventory (IRI) -Running Records; Miscue Analysis	Module 3 Berkeley & Ray Chapter 3 **DUE Sunday 4/4: Module 3 activities** **DUE Sunday 4/4: Background section of Reading Report** **Suggest you do Fox Chapter 5**
Week of 4/4 Synchronous Class: 4/7	Factors Affecting Early Literacy -The Connection between Early Language Development & Phonemic Awareness/Phonological Awareness Advanced Word Reading Strategies -Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis)	Module 4 Berkeley & Ray, Chapters 5, and 6 (concepts of print) **Due Sunday 4/11: Module 4 activities** **Suggest you do Fox Chapter 6** **Due by Sunday 4/11: Midterm – Fox phonics test**
Week of 4/11 Synchronous Class: 4/14	The Dimensions of Fluency • Fluency Instruction (progress monitoring) • Accuracy, speed, and prosody Informal Assessment through Progress Monitoring • The Assessment Continuum • Reliability • Validity • Criterion-Referenced Assessment • Progress Monitoring in Reading	Module 5 Berkeley & Ray, Chapters 7, 8 and 9 **DUE Sunday 4/18: Module 5 assignments** **Suggest you do Fox Chapter 7 and 8**
Week of 4/18 Synchronous Class: 4/21	Writing Instruction in the Inclusive Classroom • Nature and Organization of English orthography • Spelling Assessment • Writing Instruction	Module 6 Berkeley & Ray, Chapters 13 & 14

	Systematic and Explicit Reading Instruction	**Due Sunday 4/25: Module 6 assignments**
	• Systematic/Explicit Instruction (I do, we do, you do) • Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)	**Due by Sunday 4/25: Midterm – Fox phonics test**
Week of 4/25 Synchronous Class: 4/28	Comprehension Instruction -Graphic organizers -Questioning strategies -Self monitoring/metacognition -Direct/explicit comprehension instruction – think aloud	Module 7 Berkeley & Ray, Chapter 11 ****Due Sunday 5/2: Reading Assessment Report**
Week of 5/2 Synchronous Class: 5/5	Vocabulary Instruction • Mnemonics • Semantic maps • Word meaning sorts	Module 8 Berkley & Ray: Chapter 10 & 12 Due Sunday 5/9: Module 7 and Module 8 assignments **DUE Sunday 4/9: Video of Fox Phonics book (10 points)**
Week of 5/9	Final Exam (May 12th)	

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/).

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/).

- 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/).

- 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/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- 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/).

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).

- **For information on student support resources on campus, see 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/).

Appendix

Assessment Rubric(s)
      Assessment Rubric(s)
Assessment 7 (As required by the SPA): Informal Reading Assessment Administration and Educational Assessment Report (EDSE 503: Language Development and Reading)

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

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

DIRECTIONS

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

Assessment Administration

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

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

Assessment Report

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

You should include the following sections in your report:

1. **Student Demographic Information**

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

2. Student Background Information

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

3. Oral Language Development

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

4. Assessment Information

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

5. Informal Reading Inventory (IRI) Results

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

6.Developmental Spelling Assessment (DSA) Results
   Present results from the DSA. This should include a description of the identified spelling stage compared to typical development, and an error analysis of spelling features within that stage.

7. Supplemental Assessment Results (or Recommendations)

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

8. Assessment Summary

Provide an overall summary of the student's performance based on everything you have learned from all of the assessments. 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.

9. Recommendations for Accommodation

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

10. **Recommendations for Instruction**

Make recommendations for instruction based on each area of weakness identified from the assessments. Instructional recommendations should be evidence based and grade/age appropriate, and include adaptations to instruction if appropriate. Consider student identified interests, learning environments, and any cultural and linguistic factors when making your recommendations.

11. **Signature**

Sign and date your report.

12. **Disclaimer**

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

Assessment Rubric(s)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Background & Oral Language Development: CEC/IGC Standard 1 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	**Candidate produces a description of the target student's background that fails to meet all required components for proficient understanding OR displays limited understanding of aspects of a student's background that may influence reading and writing development.**	**Candidate produces a description of the target student's background that shows a proficient understanding of aspects of a students' background that may influence reading and writing development. At a minimum, this description must include:** • **a description of concerns about the student's reading or writing that warrants assessment**	**Candidate produces a description of the target student's background that exceeds all required components for proficient understanding by displaying advanced understanding of aspects of a student's background that may influence reading and writing development.**

		• a description of student perceptions of reading (motivation, attitudes, past experiences) • candidate observations related to student's language development (including language acquisition when appropriate) compared to typical language development for the target student's grade/age.	
Reading & Writing Development: CEC/IGC Standard 4 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	**Candidate produces an educational report that fails to meet all required components of a proficient report. This can include multiple errors in administration, scoring, and/or interpretation of assessment results.**	**Candidate uses multiple methods to assess a student's literacy performance and writes a sound educational report. At a minimum, a proficient report must include:** • **evidence of accurate administration and scoring of informal reading and spelling inventories (minor errors may be present that do not change the assessment results)** • **accurate interpretation and explanation of assessment results in the areas of decoding, fluency, comprehension, and spelling (minor interpretation errors may be present)**	**Candidate produces an educational report that exceeds all required components by displaying advanced understanding of error analysis and interpretation OR demonstrating advanced ability to clearly communicate findings to a range of stakeholders (including parents).**
Reading & Writing Development:	**Candidate produces an educational report that fails to meet all required components of a**	**Candidate uses literacy assessment report findings to make educational decisions.**	**Candidate produces an educational report that exceeds all required components by**

| CEC/IGC Standard 4
Beginning special education professionals use multiple methods of assessment and data sources <u>in making educational decisions</u>. | proficient report. This can include multiple recommendations that are inconsistent with the assessment findings. | At a minimum, a proficient report must include recommendations that are predominantly grounded in the assessment data. At a minimum, a proficient report must include recommendations for:

• instruction for all areas of concern including level of reading materials and intensity of instruction needed

• evaluating student progress to ensure the student is responding to instruction | displaying advanced understanding of instructional and ongoing evaluation practices that are consistent with assessment findings <u>OR</u> by clearly communicating the level of reading materials that should be assigned for homework and suggestions for how parents can assist student practice at home (for older students, this could be strategies for the student that promote self-regulation). |