George Mason University
College of Education and Human Development
Elementary Education Program

ELED 411.002 – Reading Development, Processes, Assessment, and Pedagogy
3 Credits, Spring 2022
Mondays 10:30-1:10   Thompson Hall 1020

Faculty
Name: Lois Groth
Office Hours: By Appointment
Office Location: Thompson 1806
Office Phone: 703-993-2139
Email Address: lgroth@gmu.edu

Prerequisites/Corequisites
Admission into elementary education graduate program; must be taken in programmatic sequence; Literacy I.

University Catalog Course Description
Provides research-based introduction to literacy teaching and learning for elementary children. Emphasizes reading development and processes; reading assessment; and reading pedagogy. This course addresses assessment and instruction of reading comprehension, fluency, vocabulary and word study, as well as specific reading disabilities. Children's literature will be examined through investigations of appropriate use of text in classrooms.

Course Overview
This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new Undergraduate Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

Course Delivery Method
This face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. **This course also requires 15 hours of field experience.**

Learner Outcomes or Objectives

A. This course is designed to enable teacher candidates to:

1.   Students will demonstrate the ability to assess individual and group literacy needs in a classroom situation and incorporate reading instruction that demonstrates an understanding of children's reading development.

2.   Students will describe the literacy needs of diverse learners, including English Language Learners and students with specific reading disabilities, and they will adapt reading instruction to meet those needs.

3.   Students will explore and explain the influence of families, communities, and schools on reading instruction.

4.   Students will plan reading instruction that demonstrates an understanding of connections between phonemic awareness, word recognition, fluency, comprehension strategies and proficient reading.

5.   Students will plan reading instruction that promotes creative and critical thinking.

6.   Students will plan reading instruction using strategies in literal, interpretive, critical, and evaluative comprehension.

7.   Students will plan instruction that facilitates reading fluency, reading comprehension and vocabulary development across content areas.

8.   Students will survey technological tools, print materials, and other resources for teaching reading and demonstrate understanding of appropriate classroom use.

B. Outcomes and Standards

Learning Outcomes	InTASC Standards
1	1, 2, 4, 5, 6, 7, 8
2	1, 2, 3, 4, 5, 6, 7, 8
3	2, 3
4	1, 2, 4, 5, 6, 7, 8
5	1, 2, 4, 5, 6, 7, 8
6	1, 2, 4, 5, 6, 7, 8
7	1, 2, 4, 5, 6, 7, 8
8	1, 2, 3, 6, 9, 10

Professional Standards
Upon completion of this course, students will have met the following professional standards:

Standards: INTASC   (http://www.dpi.state.nc.us/pbl/pblintasc.html)

INTASC	Assignments
1. Learner Development	Classwork; Read Aloud Lesson; Assessment-Reading Analysis
2. Learning Differences	Classwork: Field, Read Aloud Lesson; Assessment-Reading Analysis
3. Learning Environments	Classwork; Field
4. Content Knowledge	Classwork; Field; Children's Literature Selection; Read Aloud Lesson; Assessment-Reading Analysis; Book club
5. Application of Content	Classwork; Field; Read Aloud Lesson; Assessment-Reading Analysis; Children's Literature Selection; Book club
6. Assessment	Classwork; Field; Read Aloud Lesson; Assessment-Reading Analysis
7. Planning	Classwork; Field; Read Aloud Lesson; Assessment-Reading Analysis; Children's Literature Selection
8. Instructional Strategies	Classwork; Field; Children's Literature Selection; Assessment-Reading Analysis; Read Aloud Lesson
9. Professional Learning and Ethical Practice	Classwork; Field; Book club
10. Leadership and Collaboration	Classwork; Field; Assessment-Reading Analysis; Children's Literature Selection; Book club

Required Texts

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (7th edition). Pearson. (from ELED 410)

Johnston, P.H. (2012). *Opening minds: Using language to change lives.* Portland, ME: Stenhouse Publishers. **Available free online with Mason credentials: https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/reader.action?docID=1044764&ppg=1

Parsons, S.A. & Vaughn, M. (Eds.) (2021). *Principles of effective literacy instruction, grades K-5.* NY: Guilford Press.

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment.* Columbus, OH: Pearson.

**Additional selected readings will be posted on Blackboard.

Related Texts: (excellent resources)
Allington, R.L. (2011) *What really matters for struggling readers: Designing research-based programs* (3rd ed.) New York, NY: Allyn & Bacon.
Beck, I..L., McKeown, M.G., & Kucan, L. (2013) *Bringing words to life: Robust vocabulary instruction (2nd ed.).* New York, NY: Guilford.
Clay, M. M. (1993). *An observation survey of early literacy achievement.* NH: Heinemann.
Cunningham, P.M., & Allington, R.L. (2015) *Classrooms that work: They can all read and write* (6th ed.). Boston, MA: Pearson.
Duffy, G.G. (2014) *Explaining reading: A resource for teaching concepts, skills, and strategies* (3rd ed.). New York, NY: Guilford.
Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6th edition) New York: Pearson.
Harvey, S., & Goudvis, A. (2017) *Strategies that work: Teaching comprehension for understanding and engagement, and building knowledge* (3rd ed.). Portland, ME: Stenhouse.
Morrow, L.M., & Gambrell, L.B. (2014). *Best practices in literacy instruction* (5th ed.). New York, NY: Guilford.

Course Performance Evaluation

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of **Assessment-Reading Analysis assignment described below serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to VIA.**

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.
All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a current edition APA manual, the OWL at Purdue is an excellent resource. http://owl.english.purdue.edu/owl/resource/560/01/

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

3

ASSIGNMENTS

Assignment	Points
1. Classwork and Fieldwork [Outcomes 1, 2, 3, 4, 5, 6, 7, 8]	39%
2. Children's Literature Selection [Outcomes 3, 4, 5, 6, 7, 8]	10%
3. Interactive/Strategic Read Aloud [Outcomes 3, 4, 5, 6, 7, 8]	15%
4. Assessment-Reading Analysis (PBA) [Outcomes 1, 2, 3, 4, 5, 6, 7, 8]	20%
5. Final Exam	16%
Total	**100**

1. Classwork and Fieldwork (39 points)

It is expected that you attend all scheduled classes and fieldwork outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you need to be absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same.

You are expected to be prepared for each class, which means having completed all assigned readings (Read, Reflect & React) and tasks (View and Do) prior to the class meeting.

Cell phones are for emergency use only and **it is expected that you will not use cell phones (or computers) in class** for purposes beyond enhancing your own learning of course content.

Fieldwork is required for this class. You will be assigned a classroom at a PDS site.

Evaluation

You will complete in-class and between class activities in your online class notebook. Your notebook is located at the journal tab on Blackboard. ****PLEASE NOTE**: If you are absent from class, you can earn a point by completing all the between session classwork.

	Unsatisfactory (0 pts)	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
Classwork -to include work due prior to the class session and participation during the session.	The student is absent from class and/or is not prepared for class (between class work is incomplete). Some or all work is missing.	The student is late and/or is not prepared for class (between class work is incomplete). The student does not actively participate in discussions. Work is completed at a basic level.	The student is on time and prepared for class discussions (between class work is complete). The student participates to an extent in group and class discussions. Work is completed at a level that displays proficiency.	The student is punctual and prepared for class (between class work is complete). The student actively participates and supports the members of the learning group and the members of the class. Work is completed in a distinguished way.

**PLEASE NOTE- if you are absent, you can earn a point by completing the between session classwork.

2. Children's Literature Selection (10 points)
DUE: *Monday, March 28th*

Books are central to literacy instruction. Therefore, it is important for teachers to have a vast knowledge of children's literature and how to select high quality, culturally responsive text. For this assignment, you will investigate children's literature resources online. You will use the resource of your choice to select a text to analyze using a Guide for Selecting Anti-Bias Books and a Selecting and Using Culturally Responsive Children's Books Guide that will be provided to you. You will reflect on the text, the tools and their impact on your future text selection. All information should be in your own words.

Evaluation

Children's literature selection will be evaluated for depth of reflection/analysis of the Anti-Bias Selection Guide and the Selecting and Using Culturally Responsive Children's Books Guide.

3. Interactive/Strategic Read Aloud Lesson (15 points)
Lesson Plan Due: 3/21   Reflection DUE: 4/11

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in an elementary class, explicitly explaining to students a comprehension strategy (e.g., questioning, predicting, inferencing, summarizing, clarifying, evaluating, or making connections) and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud. After conducting the read aloud you will use the video to reflect on the lesson and submit a written reflection. I will explain and model a strategic read aloud in class.

Evaluation

Lesson will be evaluated for understanding of read aloud, modeling and teaching of a strategy, and thoughtfulness of reflections as well as connections to course material.

4. Assessment- Reading Analysis - PBA (20 points)
DUE: 4/25

This is the programmatic **P**erformance **B**ased **A**ssessment for ELED 411. Each student should select a child to observe repeatedly engaged in the reading process. Listen to the child read. Keep a log of when you read together. Gather data on all aspects of the child's reading ability, including level, fluency, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories or any other form of assessment you see fit. You will present a snapshot of the child's reading ability at one point in time. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan. Additional information will be provided in class.

Evaluation

Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade. See rubric below.

5. Final Exam (16 points)
In Class: 5/2

You will take a test on the important content addressed throughout this course.

Evaluation

Final exam will be evaluated for correctness.

Grading Scale

The grading for this course is as follows:

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	Denotes an unacceptable level of understanding and application of the basic elements of the course
C	73-76	2.00	
C-*	70-72	1.67	
D	60-69	1.00	
F*	<69	0.00	

*Note: "C-" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Students are expected to exhibit professional behaviors and dispositions at all times. (See Elementary Education Program Handbook).

Class Session	Readings, Activities, and Assignments
	DUE <u>Monday, 9:00 am,</u> *BEFORE* MONDAY CLASS

Class 1 Monday, January 24th
    Introductions: Building Community
    Course Overview:
    Review 5 Pillars
    Review Comprehensive Literacy
        Components
	Read & Reflect/React:
	Kohn (2001) *Five Reasons to Stop Saying, "Good Job"*
	
	View:
	  • Comprehensive Framework video
	Do:
	  • Introductory slide

Class 2 Monday, January 31st
    Syllabus
    Word Study – Assessment
    Book Club Johnston ch 1
	Read & Reflect/React:
	Johnston ch 1
	Parsons & Vaughn ch 11
	Zarillo chs 1 & 2
	
	View:
	  • Syllabus Overview video
	  • Giving and Scoring the PSI video
	Do:
	  • Add any questions you have about the syllabus to the Syllabus thread on the Discussion Board
	  • Add any questions you have about scoring the PSI to the Scoring the PSI thread on the discussion board.
	  • Print out two copies of the Elementary Feature guide on page 381 of the *Words Their Way* textbook

Class 3 Monday, February 7th
    Book club Johnston ch 2
    Word Study – Syllables & Affixes and
    Derivational Relations
    IRA review
	Read & Reflect/React:
	Johnston ch 2
	Parsons & Vaughn ch 4
	Words Their Way chs 7 & 8
	Zarillo chs 7
	
	View
	  • Syllables and Affixes Overview nearpod
	  • Derivational Relations Overview nearpod
	Do:
	  • Bring Elementary Spelling Inventory Feature Guide to class

Class 4 Monday, February 14th
    Book club Johnston ch 3
    Vocabulary
        Tiers, Wide Reading, Word
        Consciousness
        Word learning strategies:
        Morphological awareness,
        Context clues, individual
        words, graphic organizers,
        structural analysis, word banks
	Read & Reflect/React:
	Johnston ch 4
	Giroir, Grimaldo, Vaughn, & Roberts (2015)
	Parsons & Vaughn ch 6
	Zarillo ch 9
	
	View:
	  • Vocabulary video
	Do:
	  • Text selection for your Read Aloud

Class Session	Readings, Activities, and Assignments DUE <u>Monday, 9:00 am,</u> *BEFORE* **MONDAY CLASS**

Class 5 Monday, February 21st
Book club Johnston ch 4
Fluency
Assessment and Instruction
    Wide Reading
    Choral Reading
    Repeated Readings
    Audio Books
        Readers' Theater
	Read & Reflect/React:
	Johnston chapter 4
	Parsons & Vaughn chapter 5
	Zarillo chapter 6
	Rasinski (2012) article
	
	View:
	• Fluency nearpods
	Do:
	• Use the prosody assessment to assess the fluency of a reader

Class 6 Monday, February 28th
Book club Johnston ch 5
Critical Literacy Theory
Comprehension
Assessment and Instruction
    Before-during after
    Reciprocal Teaching
    KWL, Text Structure, Vocabulary
	Read & Reflect/React:
	Johnston ch 5
	McLaughlin (2012)
	Zarillo ch 8
	
	View:
	• Comprehension nearpod
	• Critical Literacy Theory video
	Do:
	• Bring text for interactive/strategic read aloud to class
	• Bring a draft of your Read aloud plan to class

Class 7 Monday, March 7th Book club Johnston ch 6 Types of Text Using Children's Literature Fiction, Evaluating, Leveling Evaluating Non fiction	**Read & Reflect/React:** Johnston ch 6 Zarillo ch 10 Parsons & Vaughn ch 18 Giroir, Grimaldo, & Vaughn, (2015) article **View:** • Stages of Reading Development video **Do:** • Comparing texts activity

Class 8 Monday, March 21st
Book club Johnston ch 7
Differentiated Instruction
    Guided Reading
    Heterogeneous Grouping
    Flexible Grouping
	Read & Reflect/React:
	Johnston ch 7
	Fountas & Pinnell (2013)
	Parsons & Vaughn ch 9
	
	View:
	• Guided reading videos
	Do:
	• Record thoughts and questions on small group reading instruction on discussion board
	DUE: Read aloud lesson plan

Class Session	Readings, Activities, and Assignments DUE <u>Monday, 9:00 am,</u> *BEFORE* MONDAY CLASS

Class 9 Monday, March 28th
 	
    Book club Johnston ch 8
    Differentiated instruction
    Small groups
	Read & Reflect/React:
	Johnston ch 8
	Parsons & Vaughn ch 15
	Zarillo ch 10
	
	View:
	  • Guided Reading video
	Do:
	  • Submit your Children's Literature Selection assignment
	DUE: Children's Literature Selection

Class 10 Monday, April 4th
 	
    Book club Johnston ch 9
    Organization and management of the reading classroom
	Read & Reflect/React:
	Johnston ch 9
	Parsons & Vaughn chs 2 & 16
	Zarillo chs 11 & 12
	Fountas & Pinnell (2001) article
	
	View:
	  • Reading workshop video
	Do:
	  • Meet with your field study student – have a conference

Class 11 Monday, April 11th
 	
    Teaching reading to ELs and diverse
      learners
    Explicit teaching
    Intervention
	Read & Reflect/React:
	Parsons & Vaughn chs 10 & 17
	Zarillo ch 15
	IES Practice Guide
	
	View:
	  • Teaching English Language Learners video
	Do:
	  • Submit Interactive Read Aloud Reflection
	DUE: Interactive/Strategic Read Aloud Reflection

Class 12 Monday, April 18th
 	
    Motivation and Engagement
      Interest
      Success
      Choice, collaboration, authenticity
        Autonomy
	Read & Reflect/React:
	Gambrell, (2012)
	Parsons, Nuland, Ward Parsons (2014)
	Parsons & Vaughn ch 14
	
	View:
	  • Motivation nearpod
	Do:
	  • Meet with your student to continue assessing their literacy learning
	DUE: Interactive/strategic read aloud reflection

Class Session	Readings, Activities, and Assignments **DUE Monday, 9:00 am,** *BEFORE* **MONDAY CLASS**

Class 13 Monday, April 25th
    Fostering Self-Determining learners
    Putting it all together
    Reviewing the course
	Read & Reflect/React
	Parsons & Vaughn chs 20 & 21
	Gonser (2021) article
	
	View:
	Science of Reading video
	Do:
	Submit Reading Analysis
	DUE: Reading Analysis

Class 14 Monday, May 2nd
    Tying it all together
    What did you learn
	Final Exam – during 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 http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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 additional information on the College of Education and Human Development, please visit our website
https://cehd.gmu.edu/students/ .

Guidelines for **READING ANALYSIS (ELED 411 PBA)**

This assignment requires you to apply your knowledge of literacy development and literacy content through an in-depth assessment of one child's literacy and the instructional program you would implement for that child based on your assessments. This analysis is a performance-based assessment for ELED 411.

As you begin your fieldwork, select a target child. You will assess the child's reading ability.

Reading: create opportunities to listen to the child read. Keep a log of when you read together. Gather data on the child's reading ability, including level, fluency, self-correction rate, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories or any other form of assessment you see fit. (Remember to use Zarillo as a resource!) You will present a snapshot of the child's reading ability at one point in time. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Evaluation

Diversity of assessments used, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and references will determine grade. See scoring rubric.

Assessment Rubric for Reading Analysis ELED 411 Performance Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
Complete **Introduction** of the student is included.	9-10 Physical, environmental, linguistic, cognitive, emotional & social characteristics of the learner are described in detail along with additional information unique to the learner (e.g., motivation).	8-8.9 Developmental characteristics of the learner including, physical, environmental, linguistic, cognitive, emotional & social are described.	7-7.9 Introduction provides limited description of the developmental characteristics of the learner.	0-6.9 Introduction lacks a description of the developmental characteristics of the learner.	(Development INTASC 1)
The **Reading Analysis** includes evidence of multiple assessments and cites references and appendices.	9-10 Multiple and appropriate types of assessment data collected to identify the student's reading learning needs are collected, referenced, and included in the appendices.	8-8.9 Assessment data collected by the teacher candidate to identify the student's reading learning needs are used, referenced, and included in the appendices.	7-7.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-6.9 Lacks evidence of assessment data.	(Assessment INTASC 6)

	9-10	8-8.9	7-7.9	0-6.9	
The **Reading Analysis** includes evidence of child's level, fluency, strategy use and comprehension.	Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, fluency, strategy use and comprehension.	Assessment data includes evidence of learner's level, fluency, strategy use and comprehension.	Reading analysis is incomplete.	Lacks a reading analysis.	(Development INTASC 6)
The **Reading Instructional Plan** is developmentally appropriate and pedagogically sound.	The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	Instructional plan fails to address child's specific reading needs.	Lacks a reading instructional plan specific to the learner.	(Instruction INTASC 7)
Conclusion synthesizing the analysis is included.	Conclusion synthesizes analysis with instructional plans. It includes/supports predictions for learner's success.	Conclusion synthesizes analysis with instructional plans.	Conclusion lacks synthesis.	Lacks a conclusion.	(Assessment. INTASC 6)
Mechanics: The paper is coherent, proof read, well-organized, error free and adheres to APA format.	Paper is coherent, well-organized, error free and adheres to APA format.	Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	Paper is organized in places, disorganized in others and/or lacks coherence. Paper contains 6-9 errors in mechanics, usage, or APA.	Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.	
Total Weighted Score					

Last revised January, 2022