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

Spring 2022
EDSE 503: Language Development and Reading
Section: 671; CRN: 24298
3 – Credits

Instructor: Dr. Tiffany Brocious	**Meeting Dates:** 3/16/2022-5/18/2022
Phone: 540-539-4910 cell	**Meeting Day(s):** Wednesday
E-Mail: tbrocio2@gmu.edu	**Meeting Time(s):** 4:30-9:00 PM
Office Hours: Upon Appointment	**Meeting Location:** Broad Run High School
Office Location: N/A	**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

Did you know there are scholarship opportunities for graduate students in CEHD? For more information, visit https://cehd.gmu.edu/students/funding/scholarships.

Course Delivery Method

Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:
1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
3. Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
4. Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
5. Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
6. Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required 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
- Course Blackboard Site: Blackboard (Bb) is used to post important information for this course. Resources often are posted in between class sessions. You are responsible for accessing the materials needed for assignments.

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.

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)

Informal Reading Assessment Administration and Educational Assessment Report (35 Points)

This assignment is referred to in the syllabus and course materials by the above name, the acronym IRAA-EAR, and also as the informal reading report. It serves as the primary performance-based assessment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. Additional information about this assignment is provided later in this syllabus. Specific directions and the assessment rubric for this section, EDSE 503-671, will be provided by the instructor. BOTH an electronic copy (posted to blackboard) AND a hard/printed copy of the project, including the testing protocols and other relevant appendices, must be submitted by 5:00 p.m. on the due date to be eligible to receive full credit.

Here are some general expectations to guide your planning:

The duration of 'a meeting session' with your student varies. That is, if you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session. (A copy of the student's IEP is NOT required for this assignment. You may request information about the student's abilities and areas of need verbally from the parent/teacher/ or service provider.)
1st meeting- Collect information about your student.
2nd and 3rd meetings- Conduct IRI
4th and 5th meetings- Collect information using additional skills assessments you have selected.

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 teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.

1.   Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the required form, as this

information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

- If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

- If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

5. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments
Completion of Fox Text Chapters (20 points)- Phonics Self-Study
This assignment has the following components:
1. Completion of the phonics text ("Fox book") pretest;
2. Completion of the self-directed, programmed learning "fill in the blank" written response activities in the Fox book;
3. Completion of the in-class posttest. Failure to take the phonics posttest by end of the last class session of the course will result in a deduction of 5 points from the final course grade. If a candidate does not take the phonics posttest by the last week of classes in the

current semester, a grade of Incomplete (IN) will be assigned and the candidate must take the posttest for the IN grade to be changed to the earned letter grade; and

4. On-time completion of all components in each section of the Fox book, including corresponding reviews.

Weekly Quiz or Group Work on Reading Chapters (20 points)- Each week, students will be given a quiz on assigned reading chapters. Each quiz will have 3 questions for a total of 3 points each.

Class Participation (20 points)-In each class, there will be numerous activities for students to engage in conversations, collaborative learning, and presentations.

Final Exam (5 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. The final exam addresses assigned readings and class activities, including professor and peer presentations. The format of the exam will be modeled from the Reading for Virginia Educators (RVE) test that is required for licensure by the Commonwealth of Virginia. Study guide and practice materials are on Bb (Course Content à RVE Practice Materials). Failure to take the final exam by end of the last class session of the course will result in a deduction of 5 points from the final course grade. The course final exam must be taken for the course to be considered completed. If a candidate does not take the final exam by the last week of classes in the current semester, a grade of Incomplete (IN) will be assigned and the candidate must take the final exam for the IN grade to be changed to the earned letter grade.

Assignment Summary

IRAA-EAR	35 points
Fox Text	20 points
Weekly Quiz Work	20 points
Class Participation	20 points
Final Exam	5 points
Total Points:	100 points

Course Policies and Expectations
Attendance/Participation
Course participants register for cohort classes with an understanding that:
1. The semester occurs within a compacted time frame;
2. The time allocation for class sessions is extensive; and
3. All work is to be completed within the cohort semester.
Course participants also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor

are applied to the course requirements. Teacher candidates/students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.

Teacher candidates (course participants), as adult learners and graduate students, are expected to:

1. Be fully in attendance at each online face-to-face class session;
2. Exhibit professional dispositions at all times; and
3. Appropriately participate in collaborative assignments and class discussions.

Attendance includes:

1. Promptness—getting online and back from breaks on time;
2. Class sessions start promptly at 4:30 p.m. and end at 9:00 p.m. or as per the professor;
3. Being present for the full duration of class online and, as appropriate, other areas of course activity.
4. Participation, which implies demonstration of being psychologically and socially available to learn, as well as, coming to class prepared (having completed the required assignments). Participation considers the teacher candidate's/student's professional dispositions and level of engagement in class activities and includes, but is not limited to:
   - Being respectful to others at all times;
   - Preparing in advance for the session by completing assigned work on time (see the section below on "Late Work");
   - having on hand/in class all materials required for the class session as per the course assignments/class schedule and professor communications;
   - Contributing thoughtfully and fully to class activities and discussions;
   - Listening to and being respectful of the ideas of others;
   - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence class dynamics
   - Facilitating group work;
   - Self-assessing course work; and
   - Using technology/electronics only to assist in current class tasks.

The College of Education and Human Development expects teacher candidates/students to exhibit professional dispositions (https://cehd.gmu.edu/teacher/professional-disposition) and that teacher candidate/student demonstration of professional dispositions is part of the assessment process.

Per professor judgment, use of electronics for activities not directly and/or appropriately applicable to the current class focus/activity is considered unprofessional behavior and a violation of the requirement to demonstrate professional dispositions. In particular, unless approved by the professor (e.g., for resources used during a team presentation), devices are not to be used in class for viewing or sending email, viewing or sending texts, for accessing the Internet, or for conducting conversations.

For each instance of behavior that is not in keeping with professional participation behaviors and attitudes, including completing and bringing to class homework assignments and inappropriate use of electronics, 5 points will be deducted from the total points accumulated in the course.

Per the College of Education and Human Development attendance policy, "Students are expected to attend all classes, arrive on time, and stay until the end of class." It is crucial to your mastery of course content to be present for class instruction (discussion, activities, presentations, etc.). By registering for the course, you are making a commitment to be present at all classes for the full duration of each session. If you are not able to commit to course attendance expectations, please discuss options with the professor and your academic advisor.

Please do not request permission to miss a class—you must make your own decision.

Course participants who are absent or who miss partial class time are responsible for the material covered, including assignment discussions, clarifications, and explanations. It is not the responsibility of the professor to provide substitute instruction for material presented in class sessions. If a teacher candidate/student is not present for part or all of a class session, assignments remain due as if in attendance and as outlined in the course syllabus. It is the teacher candidate's/student's responsibility to arrange with a colleague, not with the professor, for collection of materials and to promptly obtain from colleagues and discuss with them class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

If a candidate misses 15 minutes or more per class session in 2 classes, 5 points per occurrence will be deducted from the final point accumulation, starting with the 2nd infraction. Additionally, if a candidate is absent from the class session for 15 or more minutes (whether that person is late, early, or leaves class activities then returns) in 3 or more sessions, 10 points additionally are deducted from the total course grade for each subsequent partial or full absence

There may be extenuating circumstances—those that involve a critical situation (self; immediate family member or other being for whose care the candidate is responsible) or job responsibilities of a serious nature that impact attendance. Within 4 days of the full or partial absence related to those circumstances that truly are extenuating, please discuss the situation with the professor (to include impact on course mastery and assignments, including due dates and date of course completion). Document your attempts to inform the professor. The professor will require confirmation from a health care provider, assistive agency professional, and/or job supervisor and/or GMU academic advisor and/or the school division contact person and/or other authority or source (per the professor's choice, regarding verification).

Late Work
An assignment is considered late if it is not submitted as outlined below:

1. All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted in the class schedule;
2. Assignment submission includes posting to Blackboard. Work must be posted to Blackboard no later than 5:00 p.m. the day it is due to be considered "on time;"
3. Submitting an assignment late does not alter the due dates of the other assignments.
4. The professor does not provide feedback on late assignments. Strive to keep up with the assignment schedule to allow for appropriate formative evaluation and feedback from your professor and peers across the semester and to assist understanding of content addressed in class.
5. For the course to be considered completed, the Informal Reading Assessment Administration and Educational Assessment Report assignment must be submitted to Bb (Assessments VIA). Bb may contain additional notations or similar notations that indicate the repository for the VIA assignment for EDSE 503 (determined by the CAEP Assessment administrators).
6. For late submissions of assignments:
   - An assignment will not be considered completed until the work is posted to Blackboard;
   - the maximum extension is 7 days, after which the assignment is not awarded any points;
   - A candidate who verifies extenuating circumstances must arrange, through the professor, for a grade of "Incomplete" and specifics on course completion no later than 24 hours prior to the start of the last class session. The teacher candidate must sign a GMU Incomplete Grade Contract, as provided by the professor, by the conclusion of the last class session.

Grading Scale
Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better. The professor may award + or – qualifiers based on work quality, effort, and bonus points accumulated/demonstrated throughout the semester. These qualifiers are considered in the final grade. Additional assignments are not created or offered by the professor in order to provide teacher candidates/ students with opportunities to earn additional course points.
90 – 100 points = A
86 – 89 points = B+
80 – 85 points = B
70 – 79 points = C
< 70 points = F

*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/polces-procedures/) (https://cehd.gmu.edu/students/polces-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/Discussion	Due for next session
March 16 **Session #1** **Live** **Room 311**	**Introduction** **Overview of Course** **Syllabus** **RVE** **Chapter 1 Berkeley & Ray *Understanding the Nature of Reading and Schools*** • Group Activity and Discussion-Create a Poster to Show Details of a Section	**Read Chapters 2-3 Berkeley & Ray** **Complete Pretest and pp. 11-28 of Fox Text**
March 23 **Session #2** **Live** **Room 311**	**Chapter 2 Berkeley & Ray *Assessment of Reading*** • Core Assessment • OG Assessment • Practice Group **Chapter 3 Berkeley & Ray *Informal Reading Inventories*** • IRI • QRI • DRA	**Read Chapters 4, 5, and 13 Berkeley & Ray Complete pp. 29-70 of Fox Text**
March 30 **Session #3** **Live**	**Chapter 4 Berkeley & Ray *Oral Language Development*** • Pear Deck **Chapter 5 Berkeley & Ray *Early Reading***	**Read Chapters 6 & 7 Berkeley & Ray Complete pp. 71-117 in Fox Text**

Room 311	• Heggerty • Introducing New Concepts • Decodable Text • Predictable Text **Chapter 13 Berkeley & Ray *The Development of Writing and Spelling*** • Vowels • Letter Formation • Verbalizing and Visualizing • Spelling Inventory	
April 6 Session #4 **Live Room 311**	**Chapter 6 Berkeley & Ray *Supporting All Students in Early Reading Development*** • Phonological Awareness: Heggerty • Phonics • Orthographic Mapping **Chapter 7 Berkeley & Ray *Word Identification Skills and Fluency*** • Sight Words • Decodable Words • CBM and Progress Monitoring	
April 13	**Spring Break- No Class**	
April 20 Session #5 Asynchronous	**You will meet with your student to give the spelling inventory and the IRI.**	**Chapters 8 and 9 Berkeley & Ray Complete pp. 118-156 in Fox Text**
April 27 Session #6 **Live Room 311**	• Discussion of Testing Experience • Group Work **Chapter 8 Berkeley & Ray *Intensive Reading Intervention*** • MEP-3 • Reading Mastery • Corrective Reading **Chapter 9 Berkeley & Ray *Supporting All Students in Accessing Text*** • Adaptive Technologies All pages up to page 166 of Fox Text should be completed by May 4.	**Chapters 10, 11, and 12** Berkeley & Ray
May 4 Session #7	**Chapter 10 Berkeley & Ray *Reading Comprehension***	**Continue to work on Fox Text pages 157-220. Fox Post-test**

Live Room 305	• Comprehension Activities- *Cemetery Path* **Chapter 11 Berkeley & Ray *Background Knowledge (Including Vocabulary)*** • *Activities to Build Vocabulary* **Chapter 12 Berkley & Ray *Supporting All Students in Understanding Text*** • Visualizing and Verbalizing	**Read Chapter 14 in Berkeley & Ray**
May 11 Session #8 Live Room 305	**Chapter 14 Berkeley & Ray *Supporting All Students in Reading and Writing*** • Sample Problem-Solving RVE Questions	**VIA Submission by 4:00 PM on May 15.**
May 18 Session #9 Live Room 311	**RVE Practice Exam**	

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 VIA should be directed to viahelp@gmu.edu or 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 "Non-confidential 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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

Total Score: 9/9 - 100.00% - Mean 3.00

ELEMENTS	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATOINS
Student Background & Oral Language Development: CEC/IGC Standard 1	**1 Point** Candidate produces a description of the target student's background that fails to show a clear understanding of: • the student's present level of performance relevant to literacy instruction, and/or • the potential impact of the target student's language proficiency on reading and writing development	**2 Points** Candidate produces a description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of: • the student's present level of performance relevant to literacy instruction, and • the potential impact of the target student's language proficiency on reading and writing development	**3 Points** Candidate produces a detailed description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of: • the student's present level of performance relevant to literacy instruction, and • the relationship between the target student's language proficiency and typical language development, and • the potential impact of the target student's language proficiency on reading and writing development
Reading & Writing Development: CEC/IGC Standard 4	**1 Point** • Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the extent that interpretation of the assessment results is impacted. • Candidate fails to identify an appropriate area of literacy development where additional assessment may be needed to further understand an area of weakness.	**2 Points** • Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Minor errors that do not change interpretation of the assessment results may be present. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.	**3 Points** • Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.
Reading & Writing Development: CEC/IGC Standard 4	**1 Point** • Candidate fails to use assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Recommendations may be grounded in opinion rather than assessment data.	**2 Points** • Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula.	**3 Points** • Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Candidate provides a clear rationale for these recommendations that is grounded in assessment data.