



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

Spring 2022

EDSE 503: Language Development and Reading

Section: 674 CRN: 24887

3 – Credits

<b>Instructor:</b> Dr. Melissa Hughes	<b>Meeting Dates:</b> 3/16/22 – 5/18/22
<b>Phone:</b> 703-303-8562	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> mhughesb@gmu.edu	<b>Meeting Time(s):</b> 5:15 pm – 8:45 pm supplemented by one hour of online instruction per week.
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> N/A; Off-campus
<b>Office Location:</b> Flexible by appointment	<b>Other Phone:</b> N/A

**Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**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](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

## **Advising Tip**

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

This course will be delivered face to face (60% or more) with an asynchronous component at the end of each class. The course uses 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.

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.

## **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] and the 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.

### **2.) Language Modules Website**

During the semester, students will be asked to access 3 online language modules through <http://ttaonline.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://ttaonline.org/online-training-webshops>  
· *Oral Language Development: Language Foundations, Part I*  
· *Oral Language Development: Typical Development, Part II*  
· *Oral Language Development: Developing Speech & Language Skills in the Classroom, Part III*

## **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.

## ***Assignments and/or Examinations***

### **Performance-based Assessment (VIA submission required)**

Informal Reading Assessment Administration and Educational Assessment Report – (64 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 demonstrate 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)**

N/A

### ***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 THIS COURSE.

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

### **Attendance and Participation - *Weekly* [5 points each for 8 classes; 9<sup>th</sup> class is the final exam]**

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, respectfully, 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 April 13<sup>th</sup> (9 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.

### **Asynchronous Assignments – *total of 43 points (5 Apply the Concept activities)***

Since our course will have an online component this semester, we will have content shared asynchronously. Asynchronous content and corresponding activities will be posted weekly and will account for about 25% of the total week course contact hours (approximately 1 hour a week). The asynchronous assignment will be due by 11:59 the following Thursday.

### **Early Language Development Application Paper (TTAC) – Due March 30<sup>th</sup> (9 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 the 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 April 27 (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 May 4<sup>th</sup> at 11:59 PM (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 18<sup>th</sup> (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.

## Assignment Summary

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		64 points
• Background Section of Reading Report		9 points
• Class Participation		40 points
• Asynchronous assignments (5 Apply the Concept activities)		43 points
• Early Language Development Application Paper (TTAC)		9 points
• Self-Paced Fox Phonics Book		10 points
• Fox Phonics Assessment		15 points
• Final Exam		10 points
<b>TOTAL</b>	<b>Your total...</b>	<b>... / 200 points</b>
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.		

## 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**

**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/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated

course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” 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 1 3/16	<p>Introductions and Icebreaker</p> <p>Syllabus and Course Expectations</p> <p>Field Placement Information</p> <p>Language Development -Rules, Forms, and Functions of Language -Birth through the Preschool Years</p> <p>Language &amp; Literacy in the Beginning School Years</p> <ul style="list-style-type: none"> <li>Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB; IDEA) &amp; Five Domains of Reading</li> </ul> <p><b>Fox Pretest</b></p>	<p>Berkeley and Ray Chapter 4</p> <p>Read <i>Put Reading First</i> document from <a href="https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf">https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</a></p> <p><b>Asynchronous:</b></p> <ul style="list-style-type: none"> <li><b>Apply the Concept- TTAC Modules 1-2 (7 points)</b></li> <li><b>Fox Chapters 1-3</b></li> </ul>
Week 2 3/23	<p>Gathering Background Information -Forms &amp; Procedures for Obtaining Student Educational Histories</p>	<p>Berkeley and Ray Ch. 1-2</p> <p><b>Asynchronous:</b></p> <ul style="list-style-type: none"> <li><b>TTAC Module 3; Oral Language Development paper (9 points)</b></li> <li><b>Finalize student for reading report</b></li> <li><b>Fox Chapter 4</b></li> </ul>
Week 3 3/30	<p>Collecting Diagnostic Information -Informal Assessments -Informal Reading Inventory (IRI) -Running Records; Miscue Analysis</p>	<p>Module 3</p> <p>Berkeley &amp; Ray Chapter 3</p> <p><b>Due Wednesday, March 30 at 11:59 pm: TTAC Module Paper</b></p> <p><b>Asynchronous:</b></p>

		<ul style="list-style-type: none"> <li>• <b>Apply the Concept – IRI assignment (9 points)</b></li> <li>• <b>Fox Chapter 5</b></li> </ul>
4/6 Spring Break	No Class	
Week 4 4/13	<p>Factors Affecting Early Literacy -The Connection between Early Language Development &amp; Phonemic Awareness/Phonological Awareness</p> <p>Advanced Word Reading Strategies -Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis)</p> <p>DSA</p>	<p>Module 4</p> <p>Berkeley &amp; Ray, Chapters 5, and 6 (concepts of print)</p> <p><b>Asynchronous (due by 11:59 on April 20):</b></p> <ul style="list-style-type: none"> <li>• <b>Apply the Concept – DSA Module (9 points)</b></li> <li>• <b>Fox Chapter 6 and 7</b></li> </ul> <p><b>DUE Thursday 4/13: Background section of Reading Report</b></p>
Week 5 4/20	<p>The Dimensions of Fluency</p> <ul style="list-style-type: none"> <li>• Fluency Instruction (progress monitoring)</li> <li>• Accuracy, speed, and prosody</li> </ul> <p>Informal Assessment through Progress Monitoring</p> <ul style="list-style-type: none"> <li>• The Assessment Continuum</li> <li>• Reliability</li> <li>• Validity</li> <li>• Criterion-Referenced Assessment</li> <li>• Progress Monitoring in Reading</li> </ul>	<p>Berkeley &amp; Ray, Chapters 7, 8 and 9</p> <p><b>Asynchronous:</b></p> <ul style="list-style-type: none"> <li>• <b>Apply the concept: Fluency Module on Blackboard (Due by 4/27 at 11:59 pm) (9 points)</b></li> <li>• <b>Fox Chapter 8</b></li> </ul>
Week 6 4/27	<p>Writing Instruction in the Inclusive Classroom</p> <ul style="list-style-type: none"> <li>• Nature and Organization of English orthography</li> <li>• Writing Instruction</li> </ul> <p>Systematic and Explicit Reading Instruction</p> <ul style="list-style-type: none"> <li>• Systematic/Explicit Instruction (I do, we do, you do)</li> <li>• Phonemic Awareness Instruction (detect, segment, blend, manipulate phoneme</li> <li>• Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes); rhyming; Elkonin boxes)</li> </ul> <p>• <b>Reading report – work on finalizing the table for the reading report and writing the interpretation of the table</b></p>	<p>Berkeley &amp; Ray, Chapters 13 &amp; 14</p> <p><b>***Bring data from your student's IRI administration</b></p> <p><b>Fox Book Due (10 points)</b></p> <p><b>Asynchronous:</b></p> <ul style="list-style-type: none"> <li>• <b>Fox Midterm (Due by 5/4 at 11:59 pm)</b></li> </ul>

Week 7 5/4	Comprehension Instruction -Graphic organizers -Questioning strategies -Self monitoring/metacognition -Direct/explicit comprehension instruction – think aloud	Module 7  Berkeley & Ray, Chapter 11  <b>Due: Rough draft of Reading Report</b> <b>Due: Fox Midterm by 11:59 pm 5/4</b>  <b>Asynchronous:</b> <b>- Peer review of reading report</b> <b>(due by 11:59 on 3/3)</b>
Week 8 5/11	Vocabulary Instruction  • Mnemonics • Semantic maps • Word meaning sorts	Berkley & Ray: Chapter 10 & 12  <b>Asynchronous:</b> <b>-Apply the concept Vocabulary assignment (Due 11:59 3/10) (9 points)</b>  <b>Due Thursday 5/11: Final Reading Assessment Report</b>
Week 9 5/18	Final 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/) (<http://cehd.gmu.edu/values/>).

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services \(https://ds.gmu.edu/\)](https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### ***Campus Resources***

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto: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 \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](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](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](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)**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Student Background &amp; Oral Language Development: CEC/IGC Standard 1</b>  <u>Beginning special education professionals understand how exceptionalities may interact with development and learning</u> and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate produces a description of the target student’s background that fails to meet all required components for proficient understanding <b>OR</b> displays limited understanding of aspects of a student’s background that may influence reading and writing development.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• a description of concerns about the student’s reading or writing that warrants assessment</li> <li>• a description of student perceptions of reading (motivation, attitudes, past experiences)</li> <li>• 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.</li> </ul>	<p>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.</p>
<p><b>Reading &amp; Writing Development: CEC/IGC Standard 4</b></p>	<p>Candidate produces an educational report that fails to meet all required components of a proficient report. This</p>	<p>Candidate uses multiple methods to assess a student’s literacy performance and writes a sound educational</p>	<p>Candidate produces an educational report that exceeds all required components by displaying advanced</p>



<p><u>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</u></p>	<p>can include multiple errors in administration, scoring, and/or interpretation of assessment results.</p>	<p>report. At a minimum, a proficient report must include:</p> <ul style="list-style-type: none"> <li>• evidence of accurate administration and scoring of informal reading and spelling inventories (minor errors may be present that do not change the assessment results)</li> <li>• accurate interpretation and explanation of assessment results in the areas of decoding, fluency, comprehension, and spelling (minor interpretation errors may be present)</li> </ul>	<p>understanding of error analysis and interpretation <u>OR</u> demonstrating advanced ability to clearly communicate findings to a range of stakeholders (including parents).</p>
<p><b>Reading &amp; Writing Development: CEC/IGC Standard 4</b>  <u>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</u></p>	<p>Candidate produces an educational report that fails to meet all required components of a proficient report. This can include multiple recommendations that are inconsistent with the assessment findings.</p>	<p>Candidate uses literacy assessment report findings to make educational decisions. 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:</p> <ul style="list-style-type: none"> <li>• instruction for all areas of concern including level of reading materials and intensity of instruction needed</li> <li>• evaluating student progress to ensure the</li> </ul>	<p>Candidate produces an educational report that exceeds all required components by 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).</p>

		<b>student is responding to instruction</b>	
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