

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

ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms
Summer 2023
Section C01 – 3 credits

Instructional Method: On-campus F2F 76%-100% Instruction

Professor: Lilly LePelch, PhD

Office hours: By appointment

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Class Meeting Time Mon & Wed (9:00 am -1:10 pm)

Fairfax Campus, Thompson Hall L019

Course Overview

Not applicable

Prerequisites

Admission to the program; must be taken in programmatic sequence. Must have taken ELED 555.

Course Description This course is one of a pair of courses that provide a research-based introduction to literacy teaching and learning for children in grades K-6. The emphasis of this course is literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum. Field experience is required.

Relationship to Program Goals and Professional Organizations

This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new 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 will build closely upon themes taught in the first two elementary program courses and will integrate ideas from other elementary methods courses.

Nature of Course Delivery

This hybrid course will be delivered on-campus (50%) and synchronous (50%) format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available prior to the

first day of class.

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

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will take place on Monday and Wednesday on campus, and scheduled asynchronous meetings as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 5 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

This course is designed to enable students to:

1. Students will demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Students will reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. Students will observe and assess the reading development and needs of elementary learners.
4. Students will plan literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency, and comprehension strategies and proficient reading.
5. Students will plan literacy lessons that promote creative and critical thinking.
6. Students will plan lessons that facilitate reading fluency, reading comprehension, and vocabulary development across content areas.
7. Students will plan lessons using strategies in literal, interpretive, critical, and evaluative comprehension.
8. Students will survey technological tools, print materials, and other resources for teaching reading.
9. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.
10. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
11. Students will understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate reading levels.
12. Students will demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.

Professional Standards

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

INTASC Core Standards

1. The teacher understands the **central concepts**, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands **how children learn and develop**, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to **diverse learners**.
4. The teacher understands and uses a **variety of instructional strategies** to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group **motivation** and behavior to create a learning environment encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media **communication** techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **plans** instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal **assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a **reflective practitioner** who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

****Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as “the student’s own work,” and so will be considered similarly to text published on paper or online or text composed or significantly edited/altered by another person. The use of such text without proper attribution is a violation of academic integrity.*

Required Texts

Mesmer, H. A. E. (2019). *Letter lessons and first words: Phonics foundations that work*. Heinemann.

Routman, R. (2004). *Writing essentials: Raising expectations and results while simplifying teaching*. Heinemann.

***Related texts are additional selected articles are posted on Blackboard under Course Readings Leganto.

Related Texts (optional supplementary resources)

K-2 Writing

Bazis, P. S., Hebert, M., Wambold, B., Lang, D., & Burk, M. (2022). Integration of Reading and Writing Instruction to Increase Foundational Literacy Skills: Effects of the “Write

- Sounds” Intervention on Handwriting, Decoding, and Spelling Outcomes. *Learning Disabilities: a Contemporary Journal*, 20(2), 151–174.
- Hall, A. H. (2016). Sustaining preschoolers’ engagement during interactive writing lessons. *The Reading Teacher*, 70(3), 365–369. <https://doi.org/10.1002/trtr.1521>
- Hall, A. H. (2019). Preschool interactive writing Instruction. *Young Children*, 74(5), 78–83. <https://doi.org/10.1002/trtr.1521>
- Roth, K., & Dabrowski, J. (2014). Extending interactive writing into grades 2–5. *The Reading Teacher*, 68(1), 33–44. <https://doi.org/10.1002/trtr.1270>
- Suarmiti, S. P., & Fatimah, S. (2019). Implementing interactive writing strategy in teaching writing to young learners. *Journal of English Language Teaching*, 8(3), 357–364. <http://ejournal.unp.ac.id/index.php/jelt/article/view/105641>
- Williams, C. (2018). Learning to write with interactive writing instruction. *The Reading Teacher*, 71(5), 523–532. <https://doi.org/10.1002/trtr.1643>

3-6 Writing

- Bai, B. (2018). Understanding primary school students’ use of self-regulated writing strategies through think-aloud protocols. *System*, 78, 15–26. <https://doi.org/10.1016/j.system.2018.07.003>
- Rogers, L. A., & Graham, S. (2020). Effectiveness of volunteer-led strategy instruction on the story writing of third grade students experiencing difficulties learning to write. *Reading and Writing*, 33(3), 761–782. <https://doi.org/10.1007/s11145-019-09988-x>
- Rosário, P., Högemann, J., Núñez, J. C., Vallejo, G., Cunha, J., Oliveira, V., Fuentes, S., & Rodrigues, C. (2017). Writing week-journals to improve the writing quality of fourth-graders’ compositions. *Reading and Writing*, 30(5), 1009–1032. <https://doi.org/10.1007/s11145-016-9710-4>
- Snow, M., Eslami, Z. R., & Park, J. H. (2018). English language learners’ writing behaviours during literacy-enriched block play. *Journal of Early Childhood Literacy*, 18(2), 189–213. <https://doi.org/10.1177/1468798416637113>
- Ulu, H. (2019). Investigation of Fourth Grade Primary School Students' Creative Writing and Story Elements in Narrative Text Writing Skills. *International Journal of Progressive Education*, 15(5), 273-287. <https://doi.org/10.29329/ijpe.2019.212.18>
- Woo, M. M., Chu, S. K. W., & Li, X. (2013). Peer-feedback and revision process in a wiki mediated collaborative writing. *Educational Technology Research and Development*, 61(2), 279–309. <https://doi.org/10.1007/s11423-012-9285-y>

Assignments

1. Participation (20%)

DUE: Weekly

This class will be interactive, involving much dialogue and active participation. You are expected to come to every class having completed the readings. Also, you are expected to participate in a professional manner in all aspects of class. This portion of the grade also includes small assignments completed in class. In addition, **you are expected to be on time to class** each session unless 48 hours advance notice has been provided to the instructor. **Preparation prior to class is key.** You are expected to be prepared for each class, which means having completed all assigned readings and tasks for that class.

Literacy Parent Infographic – (20%)

DUE: Class 4 – Thursday, July 5th or 07/05/23

Students will be divided into groups. Each group will design an infographic or brochure for parents outlining the essentials of phonics instruction based on the Mesmer book. For example, “Literacy Skills First Graders Need.” The group will choose a specific grade level (K, 1, or 2) and present their infographics to the rest of the class. The presentation should include: (a) the distinguishing characteristics of phonics instruction, (b) examples of strategies that might be used (e. g. this phonics lesson includes...), and (c) the developmental literacy progression within the stage (e.g. “By the time students in first grade move on to second grade, they must have developed these literacy skills...”). The presentation will be online. Prepare some sort of document to share with classmates that they can use as a “cheat sheet” for your stage. Each infographic will receive praise and constructive feedback from colleagues on blackboard.

2. Interactive Writing Lesson – Lesson plan + Reflection – (20%)

DUE: Class 6 – Monday, July 10th or 07/10/23; Reflection DUE: Class 8 – Wednesday, July 19th or 07/19/23

Interactive writing is an activity that allows you to “share the pen” with students and compose writing together. In this activity, the teacher and the students model writing. A real benefit of this instructional technique is that it allows the teacher to provide immediate feedback and teaching. That is, the instruction you provide is responsive to the students’ actions, so you can provide immediate instruction that is right at their level (what they are “using but confusing”). You will complete your interactive writing lesson in groups. One group member takes the role of a grade level student and acts according to their writing developmental stage. The other member takes the teacher role and implements the lesson while the third member acts as a literacy coach who engages in a post-lesson discussion about the glows and growths of the lesson. The lesson should be 10-15 minutes and should be videotaped. Each lesson will receive praise and constructive feedback from colleagues – lesson review groups. You will turn in your lesson plan and reflect on the lesson.

3. Reading, Writing, Spelling Assessment (PBA) – (40%)

DUE: Class 9 – Monday, July 24 or 07/24/23

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 the assessment. This analysis is the performance-based assessment (PBA) for both literacy classes (ELED 555 and ELED 556). As the course unfolds, you will receive a set of assessment and data. Across the next month, you will assess a child’s reading, writing, and spelling ability using the provided set of data.

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, 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.

Spelling: based on the writing samples collected, information from a spelling inventory, and other observational data, identify the student's developmental spelling level as well as the word study strategies they use. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Writing: based on these samples you will assess the child's writing ability. This will include the developmental level as well as specific examples of their strengths in form, function, and process. 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 texts will determine grade. Scoring rubric will be provided.

TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) (**ELED 556: Reading, Writing, Spelling Assessment**) to Tk20 through 'Assessments' in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale: A = 100-91 B = 90-81 C = 80-71 D = 70-61 F = below 60

Professional Dispositions

***Please see <https://cehd.gmu.edu/students/policies-procedures/>

Course Schedule

Topics Class Session	Complete Prior to Class Readings, Activities & Assignments In-Person Readings due before class
Class 1 – Mon. 06/26/23 PART A <ul style="list-style-type: none"> • Introductions: Course Overview • Syllabus • Review 555 <ul style="list-style-type: none"> ▪ Relationship Writing to reading & vice versa ▪ Its developmental nature 	Class 1 – 06/26/23 PART A Readings: * Routman : Ch 1 R Topic 1 Simplify the Teaching of Writing (p. 3-8) * Routman Best Uses of Invented Spelling Bb Post: Brief BIO on your Writer Persona.

<ul style="list-style-type: none"> ▪ Vocabulary: Matching Pair work <p>PART B</p> <ul style="list-style-type: none"> • An Adaptive Approach to Phonics Instruction • Teach Writing the Way Real Writers Work • Be explicit/Simplify/Read for class 	<p>“I am a writer because... My beliefs as a writer ...” See Routman A-2 (Appendix)</p> <p>PART B</p> <p>Readings: *Routman: Ch 1 Topic 1 Teach What’s Essential (p. 9-16) *Routman: Ch 1 Topic 2 Start with Celebration (p. 17-31) Bb Post: Respond to prompts</p>
<p>Class 2 – Wed. 06/28/23</p> <p>PART A</p> <ul style="list-style-type: none"> • Speech vs Writing • Turn Kids into Writers • Meet a Writer • Be explicit/Simplify/Read for class <p>PART B</p> <ul style="list-style-type: none"> • Reading time • Look at Your Writing Life • Tell Students Why You Write • Be explicit/Simplify/Read for class 	<p>Class 2 – 06/28/23</p> <p>PART A</p> <p>Readings: *Routman: Ch 1 Topic 3 Share Your Writing Life (p. 35-49) & *Routman: Ch 2 R Teaching Essential Topic 4 Raise Your Expectations (p. 53-69) Bb Post: Class discussion/activity & respond to prompts</p> <p>PART B</p> <p>Readings: *Routman: Ch 2 R Teaching Essential Rely on an Optimal Learning Model (p. 70-82) & *Routman: Ch 2 R Teaching Essential Do More Shared Writing (p. 83-112) Bb Post: Respond to prompts</p>
<p>Class 3 – Mon. 07/03/23</p> <p>PART A</p> <ul style="list-style-type: none"> • Reading time • Change the Culture of Low Expectations • Nurture and Nudge • Presentations <p>PART B</p> <ul style="list-style-type: none"> • Reading time • Optimal Writing Model • Work on stage presentation • Focus on the Writer First 	<p>Class 3 – 07/03/23</p> <p>PART A</p> <p>Readings: *Routman: Ch 2 R Capitalize on the Reading-Writing Connection (p. 119-138) & *Routman: Ch 3 R The Essential Writing Day & Reaching Beyond the Standards (p. 141-169)</p> <p>PART B</p> <p>Readings: *Routman: Ch 3 R Organize the Daily Writing (p. 173-204)</p>

	<p>*Routman: Ch 3 Conference with Students (p. 205-255)</p>
<p>Class 4 – Wed. 07/05/23</p> <p>PART A</p> <ul style="list-style-type: none"> • Reading time • More Shared Writing • Use Interactive Writing Wisely <p>PART B</p> <ul style="list-style-type: none"> • Process approach to writing • Writer’s workshop • Shared and Interactive writing • Reading-Writing Connection 	<p>Class 4 – 07/05/23</p> <p>PART A</p> <p>Readings: *Routman: Ch 4 Advocacy is Also Essential (p. 259-280) *Routman: Ch 4 Make Every Minute Count (p. 281-288) Bb Post: Class discussion/activity & respond to prompts</p> <p><u>Literacy Parent Infographic Presentation 1</u></p> <p>PART B</p> <p>Readings: *Routman: Ch 5 Teaching in Action ~ Lesson Essentials (p. 292-336)</p>
<p>Class 5 – Mon. 07/10/23</p> <p>PART A</p> <ul style="list-style-type: none"> • Reading time • The Essential Writing Day • Reaching Beyond the Standards • Teach Useful Minilessons • Read for class <p>PART B</p> <ul style="list-style-type: none"> • Learning Long Vowels & Other Patterns • Organize the Daily Writing • Provide more Choice • Make Excellent Management a Priority • Interactive Writing Lesson presentations 	<p>Class 5 – 07/10/23</p> <p>PART A</p> <p>Readings: Ulu, H. (2019) Rogers, L. A., & Graham, S. (2020) Bazis, (2022)</p> <p><u>Interactive Writing Lesson Plan for Review</u></p> <p>PART B</p> <p>Readings: *Mesmer: Reimagining Phonics Instruction (p. xiv-xxii) * Mesmer: Ch 1 Know the Code (p. 1-16) Bb Post: Class discussion/activity & respond to prompts</p>
<p>Class 6 – Wed. 07/12/23</p> <p>PART A</p> <ul style="list-style-type: none"> • Reading time • Conference with Students • Know What a Writing Conference Is 	<p>Class 6 – 07/12/23</p> <p>PART A</p> <p>Readings: * Mesmer: Ch 2 Assessment that Shows What you Teach (p. 19-24)</p>

<ul style="list-style-type: none"> • Read for class <p>PART B</p> <ul style="list-style-type: none"> • Reading time • Igniting W instruction • R Comprehension & Science • Els' Behaviors & Literacy • Week Journals for W 	<p>*Mesmer: Ch 3 Phonics Real Literacy (p. 42-67) Bb Post: Respond to prompts</p> <p>PART B Readings: *Mesmer: Ch 6 Beyond First Words: (p.176-189) Blanch et al. (2017) Kim et al. (2021) Snow et al. (2018) Rosário et al. (2017) Writings: *W Unit Present Chart Bb Post: Respond to prompts</p>
<p>Class 7 – Mon. 07/17/23</p> <p>PART A</p> <ul style="list-style-type: none"> • Reading time • Prepare for GW (3 articles) • PBA work focus • Writing, spelling & reading <p>PART B</p> <ul style="list-style-type: none"> • Prepare for GW (3 articles) • PBA work focus • Writing, spelling & reading 	<p>Class 7 - 07/17/23</p> <p>PART A</p> <p>Readings: TBD Work on PBA</p> <p>PART B</p> <p>Readings: TBD Work on PBA</p>
<p>Class 8 – Wed. 07/19/23</p> <p>PART A</p> <ul style="list-style-type: none"> • Reading time • Group Presentation <p>PART B</p> <ul style="list-style-type: none"> • Group Presentation 	<p>Class 8 - 07/19/23</p> <p>PART A</p> <p>Group 1 ~ Choose three articles & one literacy/writing video: Establish connections Contrast research & findings Glows & growth ***<u>Narrated presentation posted in Blackboard for Asynchronous class</u></p> <p>PART B <u>Interactive Writing Lesson Reflection Due</u> Group 2 ~ Choose three articles & one video on literacy/writing: Establish connections</p>

	<p>Contrast research & findings Glows & growth ***Present in class via Zoom ***Peers provide feedback and post</p>
<p>Class 9 – Mon. 07/24/23</p> <p>PART A</p> <ul style="list-style-type: none"> • Reading time • Group Presentation • Last Group Presentation <p>PART B</p> <ul style="list-style-type: none"> • Group Presentation <p>Next class is Asynchronous</p>	<p>Class 9 - 07/24/23</p> <p>Group 3 ~ Choose three articles & one video on literacy/writing: Establish connections Contrast research & findings Glows & growth</p> <p>***Peers provide feedback and post</p> <p>PART B</p> <p><u>***Reading, Writing, Spelling Analysis PBA Due Date (by midnight)</u></p> <p>Group 4 ~ Choose three articles & one video on literacy/writing: Establish connections Contrast research & findings Glows & growth</p> <p>***Narrated Power Point presentation posted in Blackboard ***Peers provide feedback and post</p>
<p>Class 10 – Wed. 07/26/22</p> <ul style="list-style-type: none"> • ASYNCHRONOUS • Tying it all together • Reflect on our learning • **Course evaluations** 	<p>Class 10 - 07/26/22</p> <p>Course evaluation</p>

***Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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/> .

Reading & Writing Assessment (PBA) Rubric *** Class 9 – Mon. 07/24/23

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 ACEI 1.0 INTASC 1a CAEP 1a)
The Reading Analysis includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's reading learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's reading learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3a)
The Reading Analysis includes evidence of child's level, fluency, strategy use and comprehension.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, fluency, strategy use and comprehension.	8-8.9 Assessment data includes evidence of learner's level, fluency, strategy use and comprehension.	7-7.9 Reading analysis is incomplete.	0-6.9 Lacks a reading analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2.a)
The Reading Instructional Plan is developmentally	9-10 The instructional plan outlines how	8-8.9 Instructional plan outlines how	7-7.9 Instructional plan fails to address	0-6.9 Lacks a reading	

appropriate and pedagogically sound.	developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	child's specific reading needs.	instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3.d)
The Writing Analysis includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's writing learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's writing learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
The Writing Analysis includes evidence of child's level, strengths in form, function, and process.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
The Writing Instructional Plan is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects	7-7.9 Instructional plan fails to address child's specific writing needs.	0-6.9 Lacks a writing instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)

	differentiating instruction for the learner.	to build on the learner's strengths.			
The Spelling Analysis includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's spelling learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's spelling learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
The Spelling Analysis includes evidence of child's level and strategy use.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level and strategy use.	8-8.9 Assessment data includes evidence of learner's level and strategy use.	7-7.9 Spelling analysis is incomplete.	0-6.9 Lacks a spelling analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
The Spelling Instructional Plan is developmentally appropriate and pedagogically sound.	9-10 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.	8-8.9 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.	7-7.9 Instructional plan fails to address child's specific spelling needs.	0-6.9 Lacks a spelling instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)
Conclusion synthesizing the analysis is included.	9-10 Conclusion synthesizes analyses with instructional plans. It includes &	8-8.9 Conclusion synthesizes analyses with instructional plans.	7-7.9 Conclusion lacks synthesis.	0-6.9 Lacks a conclusion.	(Assessment. ACEI 4.0 INTASC 6g)

	supports predictions for learner's success.				CAEP 3a)
Mechanics: The paper is coherent, proofread, well-organized, error free and adheres to APA format.	4.5-5 Paper is coherent, well-organized, error free and adheres to APA format.	4-4.4 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	3.5-3.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.	0-3.4 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.	(Content ACEI 2.1)
Total Weighted Score					