ELED 556 Section 002
Literacy Teaching and Learning in Diverse Classrooms, Part II, (3 credits)
Fall 2023 Session
Wednesday 12:45 – 3:15   Fairfax Campus Thompson Hall L019

Professor: Dr. Lois Groth
Office Hours: By appointment
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Prerequisites: Admission to Elementary Education graduate program; must be taken in programmatic sequence.

University Catalog Course Description: Provides research-based introduction to literacy teaching and learning for PK-6 learners. Emphasizes literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum. Note: School-based field experience required.

Course Overview: This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the Elementary Program for teachers of grades PK-6, and meets state and national guidelines and standards. This course will build closely upon themes taught in the first literacy course and will integrate ideas from other elementary methods courses. It addresses standards from the following professional organizations: Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS); the Virginia State Technology Standards for Instructional Personnel; and International Literacy Association (ILA) Standards for Literacy Professionals and Paraprofessionals.

Course Delivery Method: This face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. **This course also requires 15 hours of field experience, if not taken during internship.**

LEARNER OUTCOMES:
This course is designed to enable students to:

1. Demonstrate an understanding of the linguistic, sociological, cultural, cognitive and psychological bases of writing processes.
2. Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling."
3. Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills
4. Demonstrate the ability to assess individual and group literacy needs in a classroom situation, and incorporate writing instruction that demonstrates an understanding of children's writing development.
5. Survey technological tools, print materials, and other resources for teaching writing and demonstrate understanding of appropriate classroom use

6. Describe the literacy needs of diverse learners, including English Language Learners and students with other unique needs, and adapt writing instruction to meet those needs.
7. Explore and explain the role of families, communities, and schools on writing instruction.
8. Demonstrate an understanding of the knowledge, skills, and various diverse processes necessary for teaching writing, including attention to form, purpose, audience, voice, process, grammar, punctuation, and spelling.
9. Be proficient in, understand and be able to facilitate oral language development, including speaking, listening, and learning of "standard English" by speakers of other languages and dialects.
10. Demonstrate an understanding of the structure of the English language.
11. Demonstrate an understanding of the unique needs of students who have special needs in the area of literacy and language development.
12. Demonstrate the ability to promote creative thinking and expression, as through writing, storytelling, drama.
13. Demonstrate the ability to observe and assess individual and group literacy development and needs in a classroom situation, and organize classroom instruction to facilitate the literacy development of all learners.
14. Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing.
15. Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.
16. Survey technological tools, print materials, and other resources for teaching writing and demonstrate understanding of appropriate classroom use.
17. Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.
18. Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate
19. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.

PROFESSIONAL STANDARDS:

Learning Outcomes	InTASC Standards
1	4, 5
2	1, 2, 4, 5
3	4, 5
4	4, 5, 7
5	4, 5
6	1, 4, 5
7	4, 5, 7, 8
8	1, 2, 4, 5, 6, 7, 8
9	1, 2, 4, 5, 7, 8
10	1, 2, 4, 5, 6, 7
11	1, 2, 4, 5, 6, 7, 8
12	1, 2, 4, 5, 6, 7, 8
13	4, 5, 7, 8
14	3, 4, 5, 7
15	3, 4, 5, 7, 8
16	4, 5, 7, 8

17	4, 5, 7
18	1, 2, 4, 5, 8, 9
19	1, 2, 4, 5, 7, 8

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

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

INTASC	Assignments
1. Learner Development	Course Notebook; Literacy Analysis; Writing Lesson
2. Learning Differences	Course Notebook; Dyslexia Awareness Modules; Writing Lesson; Literacy Analysis
3. Learning Environments	Course Notebook; Dyslexia Awareness Modules; Writing Lesson
4. Content Knowledge	Journal; Literacy Analysis; Writing Lesson
5. Application of Content	Course Notebook; Writing Lesson
6. Assessment	Course Notebook, Dyslexia Awareness Modules; Literacy Analysis
7. Planning	Course Notebook; Literacy Analysis; Writing Lesson
8. Instructional Strategies	Course Notebook; Dyslexia Awareness Modules; Writing Lesson
9. Professional Learning & Ethical Practice	Course Notebook, Literacy Analysis
10. Leadership and Collaboration	Course Notebook, Literacy Analysis

Required Texts
Anderson, C. (2018). *A teacher's guide to writing conferences: Grades K-8.* Heinemann.
Parsons, S.A. & Vaughn, M. (Eds.) (2021). *Principles of effective literacy instruction, grades K-5.* NY:
　　　Guilford Press.
Sedita, J. (2023). *The writing rope: A framework for explicit writing instruction in all subjects.*
　　　Baltimore, MD: Paul H. Brookes, Publishing.
**Additional selected readings will be posted on Blackboard.

COURSE PERFORMANCE EVALUATION:
Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester. **The Literacy Analysis assignment described below serves as a performance-based assessment (PBA) for this course.**

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

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

ASSIGNMENTS

Assignment	Points
1. Classwork/Course Notebook [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19]	42
4. Dyslexia Awareness Modules [Outcomes 1,2, 6, 8]	10
3. Writing Lesson [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 20]	23
4. Literacy Analysis (PBA) [Outcomes 1, 2, 4, 6, 8, 11, 13]	25
Total	**100**

1. Classwork/Course Notebook (42 points)
DUE: *Weekly*

It is expected that you attend all scheduled classes outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you need to be absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each session unless 48 hours advance notice has been provided to the instructor.
This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same.

You are expected to be prepared for each class, which means having completed all assigned readings and tasks for that class **prior to the start of class.**

Your participation includes completion of all synchronous and asynchronous application activities. This includes but is not limited to
- **Contributions to whole group and small group discussions**
- **All course notebook work**
- **Fieldwork**

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

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation."

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. After three unexcused absences, students will not be able to earn a passing grade and must retake the class.

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

	Unsatisfactory (0 pts)	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)

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

2. Dyslexia Awareness Modules   10 points
DUE: *October 18th*

Part of the requirements for Virginia State Licensure include completion of the VDOE online training on the indicators of dyslexia, as that term is defined by the board and regulations and the evidence-based interventions and accommodations for dyslexia.
https://a11323-67886827.cluster277.canvas-user-content.com/courses/11323~11921/files/11323~67886827/course%20files/Dyslexia%20Module/dyslexia-module/story_html5.html?download=1&inline=1

Submit a copy of your certificate to Blackboard. **Print and keep this certificate for submission of your licensure paperwork at the end of your program.

Writing Lesson   23 points
DUE: *Plan: November 1st   Reflection: November 29th*

Shared writing involves sharing some part/s of the writing process with students. Interactive writing is an activity that allows you to "share the pen" with students and compose writing together. In these activities, the teacher models writing. A real benefit of shared and interactive writing instructional techniques is that they allow the teacher to provide immediate feedback and teaching. That is, the instruction provided 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 plan and implement a shared or interactive writing lesson. The lesson will be videotaped to aide in your reflections. The lesson plan will be submitted to Blackboard prior to implementation. A summary reflection will be submitted to Blackboard following implementation of the lesson. Additional information will be provided in class.

Evaluation
The writing lesson plan will be evaluated on appropriate match of learning objective(s), instruction and assessment of learning and learning objectives. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

4. Literacy Analysis   25 points
DUE: *December 6th*

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. The field work you do for this class is to enable you to meet repeatedly with a single child in order to find out about their spelling and writing abilities.

Spelling: Based on writing samples you gather, information from the qualitative spelling inventory you administer, and other collected data, identify the student's developmental spelling level as well as the

word study strategies the student uses. Supporting documents should be attached as appendices and cited in the text. Include a specific, research-based instructional plan.

Writing: Observe the writer engaged in writing. Analyze collected writing samples. Try to collect multiple samples for the analysis. These may be things the child has previously written. 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 and function. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Craft a concluding statement that synthesizes the spelling and writing data and justifies your instructional plans.

Evaluation

Depth of analysis, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and references will determine grade.
See scoring rubric below.
Additional information will be provided in class.

Grading Policies

Grade	Grading Scale	Interpretation
A+	97-100	Represents mastery of the subject through effort beyond basic requirements
A	93-96	
A-	90-92	
B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	
B-	80-82	Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.
C	70-79	
F	<69	

*Remember: A course grade less than B requires that you retake the course. **"C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education***

Professional Dispositions

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

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Course Schedule

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

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Class Session	Readings, Activities, and Assignments DUE: *BEFORE* Wednesday Class
Class 1 Wednesday, August 23rd • Getting to know ourselves as literate beings and updates • What do you wonder about word study? • What do you wonder about writing instruction? • Synchrony of Literacy Development	**Read & Reflect/React:** none **View/Do:** none

Class 2 Wednesday, August 30th
 	
• Syllabus and assignments
• Word study principles and developmental approaches to word knowledge
• Word Sorts
	Read & Reflect/React:
	    • Syllabus
	    • Herron, J. Print-to-speech and speech-to-print: Mapping early literacy
	    • WTW Chapter 1
	    • Review Mesmer Text chapter 3
	View/Do:
	    • Class 2 folder

Class 3 Wednesday, September 6th
 	
• Understanding and assessing children's letter and word knowledge
• Spelling inventory administration and scoring: DSA/Qualitative Inventory/UFLI
• Scope and Sequence
• Grouping for word study
	Read & Reflect/React:
	    • Heubeck, E. (2023). "Encoding Explained: What it is and why it's essential to literacy
	    • WTW Chapter 2
	    • Review Mesmer Text chapter 4
	View/Do:
	    • Class 3 folder

Class 4 Wednesday, September 13th
Synchrony of R-W-S in Emergent and Beginning Stages
 	
Word Study
    • Emergent stage
    • Letter Name-Alphabetic Stage
    • Sorts and explicit teaching
    • Explicit introductions
	Read & Reflect/React:
	    • Schwartz, S. (2023) 3 Takeaways about the connection between reading and writing instruction
	    • Review Mesmer Text chapter 5
	View/do:
	    • Class 4 folder

Class 5 Wednesday, September 20th
(ASYNCHRONOUS)
Synchrony of R-W-S in Transitional Readers and Writers
 	
Word study
    • Within Word Pattern Stage
    • Syllables and Affixes Stage
    • Derivational Relations Stage
	Read & Reflect/React:
	    • Review Mesmer Text chapter 6
	View/Do:
	    • Class 5 folder

Class 6 Wednesday, September 27th • The Writing Rope • Writing Revolution principles • Structured writing instruction	**Read & Reflect/React:** • Sawchuk, S. (2023). How does writing fit into the "Science of reading"? • Schwartz, S. (2023). Young writers need structure to learn the craft. How much is enough? • Sawchuk, S. (2023). 4 Ways reading and writing interlock: What the research says • Sedita Text chapter 1-Intro to the Writing Rope **View/Do:** • Class 6 folder
Class 7 Wednesday, October 4th • Prioritizing Writing Instruction • Writing Development • Reading-Writing Connections • Decoding and Encoding	**Read & Reflect/React:** • Simank, G. (2020). What is encoding? Part 1 of Encoding vs. Decoding • Harrison, C. (2021). The connection between decoding and encoding – Part 2 • Encoding, decoding and understanding (print) Language • Sedita Text chapter 2 – What We Know About Effective Writing Instruction **View/Do:** • Class 7 folder
Class 8 Wednesday, October 11th • Writing Assessment and Instruction • What can writers do • 6 + 1 Traits	**Read & Reflect/React:** • Sedita Text chapter 4 – Writing Craft • Anderson Text chapters 1 & 2 **View/Do:** • Class 8 folder
Class 9 Wednesday, October 18th • Writing Assessment and Instruction • Book Club Anderson • Writing Conferences	**Read & Reflect/React:** • Sedita Text chapter 5 – Critical Thinking – The Writing Process • Anderson Text chapters 3 & 4 **View/Do:** • Class 9 folder **DUE:** *Dyslexia Awareness Module*
Class 10 Wednesday, October 25th • Consume – Critique - Create • Using Mentor Texts	**Read & Reflect/React:** • Sedita Text chapter 6 – Syntax and Sentence Skills • Hochman, J. & Wexler, N. (2017). The writing revolution, chapter 1 **View/Do:** • Class 10 folder
Class 11 Wednesday, November 1st • Writing "With" • Shared Writing • Interactive Writing	**Read & Reflect/React:** Shared Writing readings *OR* Interactive Writing readings **View/Do:** • Class 11 folder **DUE:** *Writing Lesson Plan*

Class 12 Wednesday, November 8th • Comprehensive Writing Framework • Shared and Interactive Writing • Writers Notebooks	**Read & Reflect/React:** • Sedita Text chapter 7 Paragraph Skills • Steve Graham Changing How Writing is Taught pp 277-289 **View/Do:** • Class 12 folder
Class 13 Wednesday, November 15th • Writing Instructional Block • Focus Lessons	**Read & Reflect/React:** • Sedita Text chapter 8 – Text Structure: Three Types of Writing • Ward Parsons & Irish (2021) **View/Do:** • Class 13 folder
Class 14 Wednesday, November 29th • Tying it all together • KWL Chart – what we learned	**Read & Reflect/React:** • Sedita Text chapter 11 Putting It All Together • Graham, S. (2022). Creating a classroom vision for teaching writing **View/Do** • Class 14 folder **DUE**: *Writing Lesson Reflection*
Exam period – Wednesday, December 6th (ASYNCHRONOUS) • Literacy Analysis	**Read & Reflect/React:** **View/Do:** • Class 15 folder **DUE**: *Literacy Analysis*

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 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 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 "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Guidelines for Literacy Analysis (ELED 556 PBA)
Due *December 6th*

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. The field work you do for this class is to enable you to meet repeatedly with a single child in order to find out about their spelling and writing abilities.

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

Writing: Observe the child engaged in the writing process. Analyze collected writing samples. Try to collect multiple samples for the analysis. These may be things the child has previously written. 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 and function. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Craft a concluding statement that synthesizes the spelling and writing data and justifies your instructional plans.

Evaluation

Depth of analysis, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and references will determine grade.
See scoring rubric below. Additional information will be provided in class.

Assessment Rubric for Literacy Analysis ELED 556 Performance Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
The **Writing Analysis** includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data analyzed by the teacher candidate to identify the student's writing learning needs are analyzed, referenced, and included in the appendices.	4-4.4 Assessment data analyzed 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.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
The **Writing Analysis** includes evidence of the child's level, process, strengths in form, function.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, process, form, function.	8-8.9 Assessment data includes evidence of learner's level, process, strengths in form, function.	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 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 writing needs.	0-6.9 Lacks a writing instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)

The **Spelling Analysis** includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data analyzed 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 analyzed 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.	0-3.4 Lacks evidence of assessment data.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
The **Spelling Analysis** includes evidence of the 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 complete analysis is included.	9-10 Conclusion synthesizes analyses with instructional plans. It includes & supports	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

	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					