GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Elementary Education Program

EDCI 556 001: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II
3 Credits, Spring 2016
Wednesdays, 7:20-10:00Pm Robinson Hall A249

PROFESSOR(S):
Name: Christy Irish
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Office location: TBD
Office phone: 571-317-0839
Email address: cirish@gmu.edu

COURSE DESCRIPTION:
    A. Prerequisites/Requisites
        Admission to the Elementary Education Licensure Program
    B. University Catalog Course Description
        Provides research-based introduction to literacy teaching and learning for older children.
        Emphasizes literacy and language processes and development; connections among cultures,
        families, and literacy; and literacy integration in curriculum.
    C. Expanded Course Description
        Not Applicable

COURSE DELIVERY:
This course will meet face-to-face each week, with the exception of noted online classes. This 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. Practical applications of theory will be explored via fieldwork. This course will also meet on-
line. Access and use of Blackboard is required.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer
  or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements.

Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES or OBJECTIVES:

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 (IRA, INTASC, ACEI):

IRA Standards

1. Foundational Knowledge
2. Instructional Strategies and Curriculum Materials
3. Assessment, Diagnosis, and Evaluation
4. Creating a Literate Environment
5. Professional Development

INTASC Core Standards

1. The teacher understand 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.

ACEI STANDARDS

DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking,

viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
INSTRUCTION

3.Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.1 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students; 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3   Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

4   Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
ASSESSMENT

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
PROFESSIONALISM

5.1   Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2   Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the 5-07 3 larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

REQUIRED TEXTS:

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. R. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (5th ed.). Upper Saddle River, NJ: Pearson.

Boushey, G. & Moser, J. (2014). *The Daily 5* (2nd ed.). Portland, ME: Stenhouse Publishers.

Duke, N. K. (2014). *Inside information: Developing powerful readers and writers of informational*

   text through project-based instruction. New York, NY: Scholastic

Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading*. NH: Heinemann.

Palacio, R.J. (2012). *Wonder.* New York: Alfred A. Knopf, Inc.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. **Participation (10%)**

This class will be interactive, involving much dialogue and active participation. You are expected to come to every class having completed the readings. Please bring assigned readings to class. 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. Absence from more than one class without approval will result in grade change. Student Outcomes: 1,2,4,6,7,8,9,10,11,

2. **Reflections on Fieldwork (10%)**

Each time you observe, you need to write a reflection answering the questions below and citing class materials. The 15 hours should end with a paper that is 3 to 5 pages single spaced. What types of literacy instruction are you seeing? How are the students responding? What are students learning? What is particularly effective? What does not seem to be effective? How does it relate to what you are learning in this class? You will also fill out (1) CORN observations sheet. Please see Blackboard to download. Student Outcomes: 3, 4,5,6,7,9,11,12

3. **Book Club and Book Unit – (15%)**

Each member of the class will participate in a book club. For the first few class sessions the members of each group will participate in a traditional book club. After the conclusion of the book club, the group will design a problem based literacy unit based on the book *Wonder*. What lessons should be included in the unit will be discussed in class, but will encompass a problem based learning project. Student Outcomes: 1, 2, 4,5,6,7,9,10,11

4. **Spelling Inventory – (15%)**

Spelling inventories are informative assessments that are easy to implement. They provide the teacher important information about students' language development. For this assignment, you will conduct a spelling inventory in your internship classroom. With the students' spelling inventories, you will complete a **Feature Guide** for each student, a **Spelling-by-Stage Classroom Organization Chart**, and a **Classroom Composite**. Using this information, you will put students in word study groups, explaining the primary need of each group and the instruction you would use to meet this need. You will turn in the feature guide, the classroom organization chart, the classroom composite, and the groups with explanations of your grouping and instructional decisions. I WILL EXPLAIN AND MODEL ALL OF THESE IN CLASS. Student Outcomes: 1,3,4,6,7

5. **Word Sort- (10%)**

Each student will prepare and share an assigned word sort in class. You will sign up for time/sort in class. Instruction will include prepared materials for all members/groups in the class. Student should be able to explain the stage and are of development for the sort. Student will then write a lesson plan and

conduct the sort with a developmentally appropriate group of students at their field placement site and post to EDthena. Student Outcomes: 1,2,3,4,5,6,7

6. **Interactive Writing Lesson – (15%)**

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 your field observation class. You will video this lesson and post it to Edthena. The lesson should be 10-15 minutes. You will turn in your lesson plan and a reflection on the process, outlining what you learned from this experience. You will also be expected to view two of your class members' lessons and give them at least 3 comments on their videos (1 praise, 1 suggestion, and one other comment). Student Outcomes: 2,3,4,5,6,7,8,9,11

7. **Reading, Writing, Spelling Assessment (PBA) –(25%)**

Purpose:

The purpose of the reading, writing, spelling analysis is to apply knowledge of literacy development and literacy content through an in depth assessment of one child's reading, writing, and spelling abilities and to create an instructional program for reading, writing, and spelling.

Reading, Writing, Spelling Analysis Description

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 for both literacy classes (EDCI 555 and EDCI 556).

As you begin your new placement, select a target child. Between now and the end of March you will assess the child's reading, writing, and spelling ability.

Reading: create opportunities to listen to the child read. Keep a log of when you read together. Gather data on the child's reading ability, including level, fluency, self-correction rate, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories or any other form of assessment you see fit. 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.

Writing: collect at least three writing samples. Be sure they are dated. The samples should include different types of writing. Avoid having all three be from the same source (e.g., 3 journal entries or 3 prompted stories). 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.

Spelling: Based on the writing samples collected, information from the qualitative 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.

GRADING SCALE

A = 100-94   B+ = 89-86   C = 79-70   F = below 60

A- = 93-90   B = 85-80   D = 69-60

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check http://cehd.gmu.edu/teacher/test/

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at http://cehd.gmu.edu/teacher/emergency-first-aid to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application Deadlines:

The internship application can be downloaded at http://cehd.gmu.edu/teacher/internships-fieldexperience.

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)
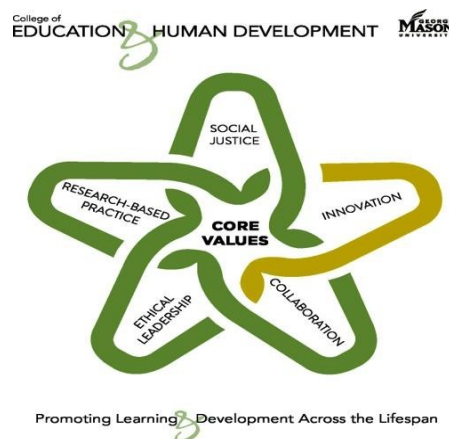
TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT
Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment, Reading, Writing, Spelling Assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester."

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code/**).

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. Students are responsible for the content of university communications sent to their George Mason University 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See **http://ods.gmu.edu/**).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See **http://writingcenter.gmu.edu/**).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & 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/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

PROPOSED CLASS SCHEDULE:

DATE	REQUIRED READINGS BEFORE CLASS	CLASS TOPICS	ASSIGNMENTS DUE
Class 1 1/20 GMU	No Readings	Balanced Literacy, Course Overview, Scheduling	
Class 2 1/27 GMU	WTW Chapters 1-2 Zarillo ch. 7 (BB) Wonder p. 1-117	Spelling Book Club Session 1	
Class 3 2/3 GMU	WTW Chapter 3 Wonder p. 118-157	Word Study Book Club Session 2	
Class 4 2/10 GMU	WTW Chapters 4,5 Wonder p. 158-234	Emergent Stage Letter Name Alphabetic Stage Book Club Session 3	Word Sorts (Early Stages)
Class 5 2/17 GMU	WTW Chapters 6,7,8 (Assigned Chapter) Inside Information P. 1-78	Later Word Stages Problem Based Learning	Word Sorts (Later Stages)
Class 6 2/24 GMU	Inside Information Chapters 4&5 Wonder p. 235- End	Writer's Workshop Process Shared and Interactive Writing Book Club Session 4	Spelling Inventories Due- Please submit in class.
Class 7 3/2 ONLINE	Inside Information Chapters 6	Assessing Writing Book Club Unit Session 1 Midterm Evaluations	Interactive Writing Plan Due on BB
SPRING BREAK			
Class 8 3/16 GMU	Inside Information Chapters 7 &8	Genre Studies Conferencing and Editing Book Club Unit Session 2	Word Sort Videos and Reflections Due
Class 9 3/23 ONLINE	Article Online-See BB	Advocating for Literacy	Interactive Writing Lesson Plan, Video, and Reflection Due
Class 10 3/30 GMU	Daily 5 Chapters 2,3	The Daily 5 and Beyond Book Club Unit Session 3	Peer Feedback on Videos
Class 11 4/06 GMU	Daily 5 Chapters 4,5	Family Literacy Book Club Unite Session 4	

Class 12 04/13 GMU	F&P Chapter 5 & Appendices	Technology in the Classroom Bringing it All Together	Observation Reflections Due
Class 13 4/20 GMU	No Readings	Book Unit Presentations Evaluations	Book Units Due
Class 14 4/27 GMU	No Readings	Case Study Presentations	PBA Due 4/23

ASSESSMENT RUBRIC(S):

Scoring Rubric
EDCI 556 Performance Based Assessment Scoring Rubric
Reading, Writing, Spelling Analysis

Criteria	Does Not Meet Standard (1) 0-69	Approaches Standard (2) 70-79	Meets Standard (3) 80-89	Exceeds Standard (4) 90-100	Weighted Score
Complete **Introduction** of the developmental levels of the student is included.	Candidate's introduction lacks a description of the developmental characteristics of the learner.	Candidate's introduction of the learner provides limited description of the developmental characteristics of the learner indicating limited understanding of the learner.	Candidate demonstrates limited understanding of the developmental characteristics of the learner including, physical, environmental, linguistic, cognitive, emotional & social characteristics.	Candidate demonstrates thorough understanding of the developmental characteristics of the learner by describing physical, environmental, linguistic, cognitive, emotional & social characteristics of the learner in detail along with additional information unique to the learner (e.g., motivation).	X .10 = (Development) ACEI 1.0) INTASC 1a CAEP 1a
The **Reading Analysis** includes evidence of use and interpretation of multiple assessments and cites references and appendices.	Candidate does not include evidence of reading assessment data.	Candidate's assessment data lacks references or appendices. Assessments were done by someone other than the candidate.	Candidate collected, referenced, and included in the appendices assessment data to identify the student's reading learning needs.	Candidate collected, referenced and included in the appendices multiple and appropriate types of assessment data to identify the student's reading learning needs.	X .05 = (assessment) ACEI 4.0 INTASC 6g CAEP 3a
The **Reading Analysis** includes analysis of child's level, fluency, strategy use and comprehension.	Candidate does not include a reading analysis.	Candidate's reading analysis is incomplete. It includes evidence of one or some areas but fails to address learner's level, fluency, strategy use AND comprehension.	Candidate's assessment data includes evidence of learner's reading level, fluency, strategy use and comprehension.	Candidate examined and synthesized assessment data from multiple sources to understand the learner's progress in reading level, fluency, strategy use and comprehension.	X .10 = (development) ACEI 1.0 INTASC 6c CAEP 2.a
The **Reading Instructional Plan** is based on knowledge of the student and is developmentally appropriate and pedagogically sound.	Candidate does not include a reading instructional plan specific to the learner.	Candidate's reading instructional plan is incomplete and fails to address child's specific reading needs.	Candidate designed a reading instructional plan that outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	Candidate designed an instructional plan that outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating reading instruction for the learner.	X .10 = (instruction) ACEI 3.1 INTASC 7b CAEP 3.d

The **Writing Analysis** includes evidence of use and interpretation of multiple assessments and cites references and appendices.	Candidate does not include evidence of writing assessment data.	Candidate's writing assessment data lacks references or appendices. Assessments were done by someone other than the candidate.	Candidate collected, referenced, and included in the appendices assessment data to identify the student's writing learning needs.	Candidate collected, referenced and included in the appendices multiple and appropriate types of assessment data to identify the student's writing learning needs.	X .05 = (assessment) ACEI 4.0 INTASC 6g CAEP 3.a
The **Writing Analysis** includes analysis of child's level, strengths in form, function, and process.	Candidate does not include a writing analysis.	Candidate's writing analysis is incomplete. It includes evidence of one or some areas but fails to address learner's level, strengths in form, function, AND process.	Candidate's assessment data includes evidence of learner's writing level, strengths in form, function, and process.	Candidate examined and synthesized assessment data from multiple sources to understand the learner's progress in writing level, form, function, and process.	X .10 = (development) ACEI 1.0 INTASC 6c CAEP 2a
The **Writing Instructional Plan** is based on knowledge of the student and is developmentally appropriate and pedagogically sound.	Candidate does not include a writing instructional plan specific to the learner.	Candidate's writing instructional plan is incomplete and fails to address child's specific writing needs.	Candidate designed a writing instructional plan that outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	Candidate designed an instructional plan that outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating writing instruction for the learner.	X .10 = (instruction) ACEI 3.1 INTASC 7b CAEP 3d
The **Spelling Analysis** includes evidence of use and interpretation of multiple assessments and cites references and appendices.	Candidate does not include evidence of spelling assessment data.	Candidate's spelling assessment data lacks references or appendices. Assessments were done by someone other than the candidate.	Candidate collected, referenced, and included in the appendices assessment data to identify the student's spelling learning needs.	Candidate collected, referenced and included in the appendices multiple and appropriate types of assessment data to identify the student's spelling learning needs.	X .05 = (assessment) ACEI 4.0 INTASC 6g CAEP 3a
The **Spelling Analysis** includes analysis of child's level and strategy use.	Candidate does not include a spelling analysis.	Candidate's spelling analysis is incomplete. It includes evidence of one area but fails to address both learner's level AND strategy use.	Candidate's assessment data includes evidence of learner's spelling level and strategy use.	Candidate examined and synthesized assessment data from multiple sources to understand the learner's progress in spelling level and strategy use.	X .05 = (development) ACEI 1.0 INTASC 6c CAEP 2a
The **Spelling Instructional Plan** is based on knowledge of the student and is developmentally	Candidate does not include a spelling instructional plan specific to the learner.	Candidate's spelling instructional plan is incomplete and fails to address child's specific spelling needs.	Candidate designed a spelling instructional plan that outlines how developmentally appropriate strategies, materials, and resources will be used to address	The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses	X .10 = (instruction) ACEI 3.1 INTASC 7b CAEP 3d

			weaknesses but neglects to build on the learner's strengths.	while differentiating spelling instruction for the learner.	
Conclusion synthesizing the analyses is included.	Candidate does not include a conclusion.	Candidate's conclusion lacks synthesis.	Candidate's conclusion synthesizes analyses with instructional plans.	Candidate's conclusion synthesizes analyses with instructional plans. It includes & supports predictions for learner's success.	X .10 =
Mechanics: The paper is coherent, proof read, well-organized, error free and adheres to APA format.	Candidate's writing is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.	Candidate's writing is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.	Candidate's writing is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	Candidate's writing is coherent, well-organized, error free and adheres to APA format.	X .10 = (content) ACEI 2.1
Total Weighted Score					