George Mason University
College of Education and Human Development
Program: Elementary Education – Licensure – Yearlong Cohort

EDCI 556 001: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II
3 credits,   Fall 2017
Friday, 9:00-11:40   Thompson L028

Professor:
Dr. Lois Groth
Office Hours: Friday 11:45-12:45 or by appointment
Office Location: 1806 Thompson Hall
Office phone: 703-993-2139
Email address: lgroth@gmu.edu   (response within 36 hours)

Prerequisites/Corequisites
Yearlong cohort course sequence, including EDCI 555

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.

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 Reading Association (IRA) 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.

Learner Outcomes:
This course is designed to enable students to do the following:

1.   Students will demonstrate an understanding of the linguistic, sociological, cultural, cognitive and psychological bases of literacy processes.
2.   Students will reflect on their own literacy learning histories and connect these to current theories of literacy teaching and learning.
3.   Students will observe and assess the literacy development and needs of elementary literacy learners.
4.   Students will plan literacy lessons that demonstrate an understanding of the children's spelling and writing development.
5.   Students will survey technological tools, print materials, and other resources for teaching writing.
6.   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.

7. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
8. Students will demonstrate an understanding of the knowledge, skills, and processes necessary for teaching writing, including attention to form, purpose, audience, grammar, punctuation, spelling and syntax.
9. Students will 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. Students will demonstrate an understanding of the structure of the English language.
11. Students will demonstrate an understanding of the unique needs of students who have special needs in the area of literacy and language development.
12. Students will demonstrate the ability to promote creative thinking and expression, as through writing, storytelling, drama, and choral/oral reading.
13. Students will demonstrate the ability to assess individual and group literacy needs in a classroom situation, and organize classroom instruction to facilitate the literacy development of all learners.

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

INTASC	Assignments
1. Learner Development	Hunts and Sorts; Reading, Writing, Spelling Analysis; Writing Lesson
2. Learning Differences	Hunts and Sorts; Writing Lesson; Writing Presentation; Reading, Writing, Spelling Analysis
3. Learning Environments	Hunts and Sorts; Writing Lesson
4. Content Knowledge	Hunts and Sorts; Reading, Writing, Spelling Analysis; Writing Lesson; Writing Presentation
5. Application of Content	Hunts and Sorts; Writing Lesson; Writing Presentation
6. Assessment	Reading, Writing, Spelling Analysis; Writing Presentation
7. Planning	Hunts and Sorts; Reading, Writing, Spelling Analysis; Writing Lesson; Writing Presentation
8. Instructional Strategies	Hunts and Sorts; Writing Lesson
9. Professional Learning and Ethical Practice	Writing Presentation; Reading, Writing, Spelling Analysis
10. Leadership and Collaboration	Writing Presentation; Reading, Writing, Spelling Analyses

Standards: ISTE NETS (http://cnets.iste.org/teachstand.html)

ISTE NETS	ASSIGNMENTS
I. Technology Operations and Concepts	Writing Lesson
II. Planning and Designing Learning Environments and Experiences	Reading, Writing, Spelling Analysis
III. Teaching Learning and the Curriculum	Writing Lesson
VI. Social, Ethical, Legal, and Human Issues	Writing Lesson

Standards: IRA (http://www.reading.org/resources/issues/reports/professional_standards.html)

I. Foundational Knowledge	Hunts and Sorts; Writing Lesson; Writing Presentations; Reading, Writing, Spelling Analysis
II. Instructional Strategies and Curriculum Materials	Hunts and Sorts; Writing Lesson; Writing Presentations; Reading, Writing, Spelling Analysis
III. Assessment, Diagnosis and Evaluation	Reading, Writing, Spelling Analysis
IV. Creating a Literate Environment	Hunts and Sorts; Writing Lesson; Writing Presentation

Required Texts:

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (6th edition). Upper Saddle River, NJ: Merrill.

Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching.* Portsmouth, NH: Heinemann.

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment.* Columbus, OH: Pearson. ***from 555**

**Choice text – see book club assignment

Course Performance Evaluation:
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. Please note the performance based assessment for this class is the Reading, Writing, Spelling Analysis.

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 6th 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

Participation		15%	in class
Hunts and Sorts	**Due 10/20**	20%	
Writing Book Club and presentation	**Variable Due Dates**	20%	
Writing Lesson	**Due 12/1**	20%	
Reading, Writing, Spelling Analysis	**Due 10/27, 11/10, 12/8**	25%	

Grading Scale

A = 94-100%	A- = 90-93%	B+ = 88-89%
B = 80-87%	C = 77-79%	F = below 70%

<u>Participation</u>
It is expected that you attend all scheduled classes and field work 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 anticipate being 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 week unless 48 hours advance notice has been provided to the instructor.
Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

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. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency

use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

Evaluation
Participation will be evaluated based on readiness and contribution. (15%)

Hunts and Sorts   Due 10/20
Students will plan and implement one hunt and two sorts (a total of three lessons). After implementation, students will write a reflection, evaluating the experience. More information will be provided in class.
Outcomes: 2, 3, 4, 6, 9, 10, 11, 13

Evaluation
Activities will be evaluated based on consistency with instructional methods taught in the course, appropriate developmental design, coherence of writing, and mechanics. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics. (20%)

Writing Lesson   Due 12/1
Students will plan and implement a writing lesson incorporating technology in their placement. The focus should be on shared and/or interactive writing. The lesson will be videotaped and uploaded to Edthena. Reflections on the lesson will be posted. A summary reflection will be submitted to Blackboard. Additional information will be provided in class.
Outcomes: 1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13

Evaluation
The lesson plan is one quarter of the grade and will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is the other three quarters. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

Book Club and Presentation   Variable Due Dates
Students will form a book club and select a text from the list provided. Read and discuss the text in book club format. The group will select material to be presented to the class using an appropriate presentation format.
**Cambridge group will share their experiences on December 2nd for their book club presentation.
Outcomes: 1, 2, 5, 8, 12

Selections:
Anderson, C. (2000). *How's it going A practical guide to conferring with student writers?*
        Portsmouth, NH: Heinemann. (due 10/27)

Culham, R. (2003). *6 + 1 Traits of writing: The complete guide (Grades 3 and up).* NY:
        Scholastic. (due 10/6)

Culham, R. (2005). *6 + 1 Traits of writing: The complete guide for the primary grades.* NY:
        Scholastic. (due 10/6)

Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you.* HarperCollins. (due 11/3)
AND
Fletcher, R. (1996). *Breathing in, breathing out: Keeping a writer's notebook.* Portsmouth, NH:
        Heinemann. (due 11/3)

Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in grades 3-8*. Stenhouse. (due 11/10)

Heard, G. & McDonough, J. (2009). *A place for wonder: Reading and writing nonfiction in the primary grades*. Stenhouse.   (due 11/10)

Helman, L. (2012). *Literacy instruction in multilingual classrooms*. NY: Teachers College Press. (due 12/1)

Hindley, J. (1996). *In the company of children.* Stenhouse. (due 9/29)

McCarrier, A., Pinnell, G.S., Fountas, I.C. (2000). *Interactive writing: How language and literacy come together, K-2*. Portsmouth, Heinemann. (due 10/20)

Wood Ray, K. (2006). *Study driven: A framework for planning units of study in the writing workshop*. Portsmouth, NH: Heinemann. (due 11/17)

Evaluation
The presentation will be evaluated based on content presented and appropriateness of format. (20%)

Reading, Writing, Spelling Analysis   **Due 10/27**, 11/10**, 12/8**
ACEI Standards Assessed: 2.1, 3.1, 4.0
This is the programmatic **P**erformance **B**ased **A**ssessment for EDCI 555 and EDCI 556. Each student should select a child to read with frequently in order to gather data on the child's reading ability, level, strategy use, and comprehension. Written analysis will include instructional decisions, as well as when and how that instruction would be provided.

Each student should also collect at least three writing samples (e.g., one each from September, October, and November) from the target child. Based on these samples, students will prepare an assessment of the child's writing ability, including ideas for further instruction.

Spelling should be evaluated based on writing samples as well as information from the qualitative spelling inventory. Instructional decisions should be outlined, including implementation.

**due to you
Additional information will be provided in class.
Outcomes: 1, 3, 4, 7, 10, 12, 13

Evaluation
Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade. (25%)

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) **(EDCI 556: Reading, Writing, Spelling Analysis)** 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.

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

Proposed Class Schedule

Note: Professor reserves the right to alter the schedule as necessary, with notification to students.

DATE		ASSIGNMENTS DUE
9/1	Introduction – Syllabus and Assignments Synchrony of Reading, Writing, and Word Knowledge	
9/8	Word Study - Principles and Approaches Developmental approach to word knowledge	WTW chs 1, 2, 3 **Pinnell & Fountas 212-217
9/15	Understanding and assessing children's letter and word knowledge	WTW chs 4, 5, 6 Zarillo ch 7
9/22	Word Knowledge Phonological/ phonemic awareness/Phonics	WTW chs 7, 8 Zarillo ch 9
9/29	Getting to know ourselves as writers Consume, Critique, Produce Writing to, with, by **Book Club Presentation - Hindley**	RR chs 1, 2, & 3
10/6	Talk before writing Writing Development Assessment **Book club presentation – Culham**	RR ch 10 Zarillo chs 13 & 14 **Pinnell&Fountas 74-77 & 104-114
10/20	What is interactive writing? Getting started - Elements of Interactive writing What is shared writing? **Book club Presentation – McCarrier, Pinnell, & Fountas**	IW articles Shared writing weblink *Hunts and Sorts due*
10/27	Writing Assessment Rubrics Planning writing lessons **Book Club Presentation – Anderson**	RR chs 4 & 5 *RWSA Spelling due**
11/3	The workshop environment Writers' notebooks **Book Club Presentation – Fletcher**	RR chs 6, 7, & 8
11/10	Balancing the workshop and other writing **Book club Presentations – Harvey & Heard**	RR chs 11 & 12 *RWSA Reading due**
11/17	Writing by Independent writing **Cambridge Presentation**** **Book Club Presentation – Wood Ray**	RR ch 9
12/1	Multilingual learners **Book club presentation – Helman**	Multilingual writing article *Writing lesson due*

12/8	Conferring	RWSA due
	Learning to listen	Course feedback
	Book Club Presentation - Anderson	
	Putting it all together	
	Reviewing a Comprehensive Elementary	
	Literacy Program	

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 http://oai.gmu.edu/the-mason-honor-code/).

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

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced 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 http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Memo:

To: all CEHD students seeking student teaching internships in spring 2018 and forward

From: Jeff Davis, Director of Educator Preparation, CEHD

Re: Internship application requirements

Date: May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications**.

Student Clinical Practice: Internship Application Requirements

TESTING
Since 2015, internship applications must include **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.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st**.

Required tests:

▪ Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
▪ VCLA
▪ RVE (specific programs only…see link below)
▪ ACTFL (Foreign Language only…unofficial scores are acceptable *for this test only*)
▪ 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 – NEW hands-on training required for licensure!
Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that "hands-on" First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing "hands-on" training. After June 30, 2017, the online training will no longer be accepted.

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 the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!
Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at
http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html.
Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING
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 the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:
Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

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

DEADLINES
Spring 2018 internship application deadline:

* Traditional Internship: *September 15, 2017*

* On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.

Guidelines for **Reading, Writing, Spelling Analysis (EDCI 556 PBA)**
Due (to you October 27, November 10,) December 8, 2017

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 addresses content from both literacy classes (EDCI 555 and EDCI 556).

As you begin your new placement, select a target child. Between now and the beginning of December 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 (when possible). 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 writing samples, information from the qualitative spelling inventory, and other observational 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 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 references will determine grade. See scoring rubric below.

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

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 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 reading needs.	**0-6.9** Lacks a reading 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 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)

	4.5-5	4-4.4	3.5-3.9	0-3.4	
The **Spelling Analysis** includes evidence of multiple assessments and cites references and appendices.	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.	Assessment data collected by the teacher candidate to identify the student's spelling learning needs are used, referenced, and included in the appendices.	Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	Lacks evidence of assessment data.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
	9-10	**8-8.9**	**7-7.9**	**0-6.9**	
The **Spelling Analysis** includes evidence of child's level and strategy use.	Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level and strategy use.	Assessment data includes evidence of learner's level and strategy use..	Spelling analysis is incomplete.	Lacks a spelling analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
	9-10	**8-8.9**	**7-7.9**	**0-6.9**	
The **Spelling Instructional Plan** is developmentally appropriate and pedagogically sound.	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.	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.	Instructional plan fails to address child's specific spelling needs.	Lacks a spelling instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)
	9-10	**8-8.9**	**7-7.9**	**0-6.9**	
Conclusion synthesizing the analysis is included.	Conclusion synthesizes analyses with instructional plans. It includes & supports predictions for learner's success.	Conclusion synthesizes analyses with instructional plans.	Conclusion lacks synthesis.	Lacks a conclusion.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
	4.5-5	**4-4.4**	**3.5-3.9**	**0-3.4**	
Mechanics: The paper is coherent, proof read, well-organized, error free and adheres to APA format.	Paper is coherent, well-organized, error free and adheres to APA format.	Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	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.	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					