

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

**ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II**  
**Section 002 Fall 2019**  
**Friday, 12:45-3:25pm Thompson Hall L013**

**Instructor**

Jacqueline Heller

Office Hours: Friday 11:45-12:45 or by appointment

Office Location: 1800 Thompson Hall

Elementary Education office phone: 703-993-3696

Email address: [jheller3@gmu.edu](mailto:jheller3@gmu.edu) (response within 36 hours)

**Registration Restriction**

Admission to the Elementary Education Licensure program.

**Prerequisites/Corequisites**

None

**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. 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:**

**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](http://www.reading.org/resources/issues/reports/professional_standards.html))

I. Foundational Knowledge	Hunts and Sorts; Writing Lesson; Writing Presentations; Reading, Writing, Spelling Analysis
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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

**Standards: CAEP**

<http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-061716.pdf?lg=en>

CAEP	Assignments
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Fieldwork; Book Club; Reading, Writing, Spelling Analyses
1.2 Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure students' progress and their own learning	Fieldwork; Hunts & Sorts; Writing Lesson; Reading, Writing, Spelling Analyses
1.3 Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to IRA standards.	Fieldwork; Hunts & Sorts; Writing Lesson; Reading, Writing, Spelling Analyses
2.3 Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.	Fieldwork; Hunts & Sorts; Writing Lesson; Reading, Writing, Spelling Analyses
4.2 Indicators of Teaching Effectiveness	Fieldwork; Hunts & Sorts; Writing Lesson; Reading, Writing, Spelling Analyses

**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](http://writingcenter.gmu.edu/?page_id=177)

Participation/Writer’s Notebook	in class	20%
Hunts and Sorts	<b>Due 10/4</b>	20%
Writing Book Club and presentation	<b>Variable Due Dates</b>	15%
Writing Lesson	<b>Due 11/15</b>	20%
Reading, Writing, Spelling Analysis	<b>Due 12/6</b>	25%

**Grading Scale:**

Grade	GRADING	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

*\*Remember: A course grade less than B requires that you retake the course. “C” is not satisfactory for a licensure.*

**Assignments:**

**Participation/Writer’s Notebook**

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. During class time you will keep a writer’s notebook. Additional information will be provided in class.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

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 (or computers) in class** for purposes such as texting, social media, or phone calls. Please be respectful of our learning community.

**Evaluation of participation/writer's notebook:**

Participation will be evaluated based on readiness and contribution. Writer's notebook will be evaluated based upon completion. (20%)

**Hunts and Sorts**

**Due 10/4**

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: 1, 2, 3, 10, 11, 13

**Evaluation of Hunts and Sorts:**

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 11/15**

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 with the lesson plan to GoReact. Reflections on the lesson will be posted. A summary reflection will be submitted with the lesson plan to Blackboard. Additional information will be provided in class.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16

**Evaluation of Writing Lesson:**

The lesson plan is one quarter of the assignment 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 of the assignment grade. 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.

Outcomes: 1, 4, 5, 8, 9, 12, 14, 15, 16, 17

### **Book club options:**

Anderson, C. (2000). *How's it going? A practical guide to conferring with student writers*. Portsmouth, NH: Heinemann. (due 10/18)

Culham, R. (2003). *6 + 1 Traits of writing: The complete guide (Grades 3 and up)*. NY: Scholastic. (due 10/4)

Culham, R. (2005). *6 + 1 Traits of writing: The complete guide for the primary grades*. NY: Scholastic. (due 10/4)

Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you*. New York, NY: Harper Collins.

\*AND\*

Fletcher, R. (1996). *Breathing in, breathing out: Keeping a writer's notebook*. Portsmouth, NH: Heinemann. (due 10/25)

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

Heard, G. & McDonough, J. (2009). *A place for wonder: Reading and writing nonfiction in the primary grades*. Stenhouse. (due 11/8)

Hindley, J. (1996). *In the company of children*. Stenhouse. (due 9/27)

McCarrier, A., Pinnell, G.S., Fountas, I.C. (2000). *Interactive writing: How language and literacy come together, K-2*. Portsmouth, Heinemann. (due 10/11)

Wood Ray, K. (2006). *Study driven: A framework for planning units of study in the writing workshop*. Portsmouth, NH: Heinemann. (due 11/8)

### **Evaluation of Book club and Presentation**

The presentation will be evaluated based on content presented and appropriateness of format. (15%)

## **Reading, Writing, Spelling Analysis**

**Due 12/6**

### **ACEI Standards Assessed: 2.1, 3.1, 4.0**

This is the programmatic Performance Based Assessment for ELED 556 (formerly 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 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.

Additional information will be provided in class.

Outcomes: 1, 2, 3, 4, 6, 7, 8, 10, 12, 13, 14, 16, 18

### **Evaluation of Reading, Writing, Spelling Analysis**

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) (**ELED 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: Instructor reserves the right to alter the schedule as necessary, with notification to students.

<u>DATE</u>		<u>ASSIGNMENTS DUE</u>
8/30	Introduction – Syllabus and Assignments Synchrony of Reading, Writing, and Word Knowledge “Celebrate Failure Friday” “Living the writer life” <i>“If you are not a writer, you will not understand the difficulties of writing. If you are not a writer, you will not know the fears and the hopes of the writers you teach.” - Mem Fox</i>	
9/6	Word Study - Principles and Approaches Developmental approach to word knowledge	WTW chs 1, 2, 3 Pinnell & Fountas 212-217
9/143	Understanding and assessing children’s letter and word knowledge	WTW chs 4, 5, 6 Zarillo ch 7
9/20	Word Knowledge	WTW chs 7, 8



	Phonological/ phonemic awareness/Phonics	Zarillo ch 9
9/27	Getting to know ourselves as writers Consume, Critique, Produce Writing to, with, by <b>Book Club Presentation – Hindley</b>	RR chs 1, 2, & 3
10/4	Talk before writing Writing Development Assessment 104-114 <b>Book club presentation – Culham</b>	RR ch 10 Zarillo chs 13 & 14 Pinnell&Fountas 74-77 &  <i>Hunts and Sorts due</i>
10/11	What is interactive writing? Getting started - Elements of Interactive writing What is shared writing? <b>Book club Presentation – McCarrier, Pinnell, &amp; Fountas</b>	IW articles [first 4 in folder] Shared writing weblink
10/18	Writing Assessment Rubrics Conferring Planning writing lessons <b>Book Club Presentation – Anderson</b>	RR chs 4 & 5  Writing conferences folder
10/25	The workshop environment Writers’ notebooks <b>Book Club Presentation – Fletcher</b>	RR chs 6, 7, & 8
11/1	Independent writing <b>Book Club Presentation – Wood Ray</b> <b>Book club Presentations – Harvey &amp; Heard</b>	RR chs 11 & 12
11/8	ONLINE CLASS Balancing the workshop and other writing	to be decided
11/15	Multilingual learners Conferring <b>Book Club Presentation – Cambridge</b>	<i>Being and Becoming</i> article <i>Writing lesson due</i>
11/22	Reflecting on a Comprehensive Writing Program	Final reflections Conferences
12/6	Putting it <i>ALL</i> together Reflecting on a Comprehensive Elementary  Literacy Program	<i>RWSA due</i> Final Reflections  Conferences

### **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**

- 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 <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://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.
- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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 15<sup>th</sup> is **August 1<sup>st</sup>.**

#### **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](mailto: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 2019 internship application deadline:**

\* Traditional Internship: *September 15, 2018*

\* On-the Job Internship: *November 1, 2018*

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](mailto: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 (ELED 556 PBA)

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 ELED/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 <b>Introduction</b> 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 <b>Reading Analysis</b> 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 <b>Reading Analysis</b> 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 <b>Reading Instructional Plan</b> 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 <b>Writing Analysis</b> 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 <b>Writing Analysis</b> 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)

<b>The Writing Instructional Plan</b> 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)
<b>The Spelling Analysis</b> includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's spelling learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's spelling learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
<b>The Spelling Analysis</b> includes evidence of child's level and strategy use.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level and strategy use.	8-8.9 Assessment data includes evidence of learner's level and strategy use..	7-7.9 Spelling analysis is incomplete.	0-6.9 Lacks a spelling analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
<b>The Spelling Instructional Plan</b> 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)
<b>Conclusion</b> synthesizing the analysis is included.	9-10 Conclusion synthesizes analyses with instructional plans. It includes & supports predictions for learner's success.	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 CAEP 3a)
<b>Mechanics:</b> The paper is coherent, proof read, 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)
<b>Total Weighted Score</b>					