

George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDUC 516-6F1 – Language Across the Elementary International School Curriculum
3 Credits, Summer 2019
June 24-July 3 8:30-3:20 pm
Thompson Hall 1020- Fairfax Campus

Faculty

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Prerequisites/Corequisites

Admission to GSE, enrollment in the TCLDEL program.
Recommended Prerequisite: EDUC 511 and EDRD 515

University Catalog Course Description

Introduces current methods of teaching transdisciplinary lessons utilizing language arts best practices in an elementary setting (PK–6). Includes language and literacy development, second language acquisition, reading and writing, listening and speaking in the content areas, children’s literature, and using assessment to drive instruction. International focus considers needs of second language learners in regular classroom settings. Requires 20 hours of PK-6 classroom fieldwork. May not be repeated for credit.

Course Overview

This course explores language and literacy development, second language acquisition, reading and writing, listening and speaking in the content areas, children’s literature, and using assessment to drive instruction as applicable to the elementary classroom.

Course Delivery Method

This course is delivered through a variety of instructional strategies. Session formats will vary and will include lecture, interactive hands-on activities, large and small group discussions, student presentations, and cooperative learning groups.

Learner Outcomes or Objectives

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

Build Background Knowledge on Language, Learning, and Literacy by:

1. Demonstrating an understanding of the structure of the English language.

2. Creating connections between their own literacy learning histories and current theories of literacy teaching and learning.
3. Exploring and explaining the role of families, communities, and schools in children's literacy learning.
4. Demonstrating an understanding of reading and writing as a cognitive, sociocultural, psychological, and linguistic process.

Practiced Strategies for Designing Literacy Instruction by:

5. Creating literacy lessons that demonstrate an understanding of the relationship between children's phonemic awareness, word recognition, fluency, and comprehension strategies and their reading, writing, and spelling development.
6. Demonstrating an understanding of how to facilitate elementary learners' oral language development through creative writing, storytelling, drama, and choral/oral reading.

Practiced Techniques for Assessing Students' Literacy Strengths and Weaknesses by:

7. Describing the unique learning needs of English Language Learners (ELLs) and explaining how they will adapt lessons to meet their learning needs.
8. Demonstrating a familiarity with observation and assessment techniques to be used when assessing the reading development and needs of individual and groups of elementary learners.

Reflected on Approaches for Integrating Literacy Instruction across the Curriculum by:

9. Demonstrating an understanding of aligning instruction with assessment.
10. Demonstrating an understanding of the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate reading levels.
11. Demonstrating an understanding of how to organize classroom instruction to facilitate the literacy development of all learners.

Professional Standards (INTASC / ISTE)

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

EDUC 516 is a methods course in TCLDEL, a program that prepares elementary teachers for international schools. TCLDEL applies the goals of the regular GMU elementary education curriculum to an international context. EDUC 516 specifically addresses the program goals that develop skills in instructional planning, implementation, and assessment. Overall, the [INTASC Standards](#) will be addressed by the following course activities:

Standard 1: Learner Development: *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

- Literacy Reading Lesson Plans
- Field Experience
- In class activities
- Reading, Writing, and Spelling Analysis

Standard 2: Learning Differences: *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

- Literacy Lesson Plans
- Field Experience
- In class activities
- Creating a Literacy Culture

Standard 3: Learning Environments: *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.*

- Literacy Lesson Plans
- Field Experience
- In class activities

Standard 4: Content Knowledge *The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

- Literacy Lesson Plans
- Field Experience
- In class activities

Standard 6: Assessment: *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

- Field Experience
- Literacy Lesson Plans
- In class activities

Standard 7: Planning for Instruction: *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

- Literacy Lesson Plans
- Literacy Strategies Presentation
- In class activities

Standard 8: Instructional Strategies: *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

- Literacy Lesson Plans
- Field Experience
- In class activities

Standard 9: Professional Learning and Ethical Practice: *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

- Field Experience
- In class activities

Standard 10: Leadership and Collaboration: *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

- Field Experience

IB-PYP Practitioner Award Programme Requirements: *The teacher will learn to use transdisciplinary planning and teaching skills. The teacher will know about the learner profiles and how to use them to support teaching in language arts.*

- a. International education and the role/philosophy of the IBO PYP programme
- b. Curriculum frameworks; principles, structures and practices
- c. Curriculum and instructional design
- d. Curriculum articulation
- e. Learning, theories, strategies and styles
- f. Teaching methodologies and the support of learning
- g. Differentiated teaching strategies
- h. Selection and evaluation of teaching and learning materials
- i. Developing assessment strategies
- j. The principles and processes of reflective practice
- k. Collaborative working: planning, implementation and evaluation

EDUC 516 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDUC 516 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value #1 Collaboration
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #4 Research Based Practice
Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	
Standard #8 Instructional Strategies		
Standard #10 Leadership & Collaboration		
https://www.ccsso.org/resource-library/intasc-model-core-teaching-standards	http://www.iste.org/standards	http://cehd.gmu.edu/values/

Required Texts

- Mandel Morrow, L., & Gambrell, L. B. (2019). *Best practices in literacy instruction* (6th ed.). New York, NY: The Guilford Press.
- Miller, D. (2013). *Reading with meaning: Teaching comprehension in the primary grades* (2nd ed.). Portland, ME: Stenhouse.

Optional/Recommended (we will discuss these books in class, so you can select at that point in time if you would like to add these texts to your personal library):

- Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. R., & Bear, D. R. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). New York, NY: Pearson.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Publications
- Fountas, I. C., & Pinnell, G. S. (2016). *Guided reading: Responsive teaching across the grades* (2nd ed.). Portsmouth, NH: Heinemann.
- Miller, D. (2013). *Reading with meaning: Teaching comprehension in the primary grades* (2nd ed.). Portland, ME: Stenhouse.
- Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann.

Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2010). *Early intervention for reading difficulties: The interactive strategies approach*. New York, NY: Guilford Press.

Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.
- Relevant Websites:
 - International Baccalaureate Organization – Online Curriculum Center (OCC)
<http://www.ibo.org/>
 - American Psychological Association: <http://www.apa.org>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT (The Reading, Writing, and Spelling Analysis)

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time 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.

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation (The Reading, Writing, and Spelling Analysis)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please

consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Participation	20	All	Daily
Taking a questioning approach	20	All	Final Day
In class Activities Literature and Language Learning Culture of Literacy	10	All	
Taking a questioning approach Presentation	15	1, 5, 6, 7, 8, 9, 11	Final Day
Performance Based Assessment (PBA): <i>Reading, Writing, and Spelling Analysis</i> *	25	1, 4, 5, 8, 9	
Field Experience and Reflection	10	All	

*Designated Performance Based Assessment

- **Other Requirements**

ATTENDANCE POLICY: TCLDEL students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog).

- **Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
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	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor in APTDIE to withdraw after the deadline.* There is no guarantee that such withdraws will be permitted.

Attendance Policy

Students are expected to participate in **all** classes. Due to the nature of our intense schedule, students who miss a class will not receive credit for the course.

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Professional Dispositions

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

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <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/>

Class Schedule

Class 1 – June 24	
General Topics	Introduction to class Setting the Literacy Stage
Readings	Morrow and Gambrell, Chapter 1-3 Miller Chapter 1 Routman chapter 3 (on BB)
Fundamental Practice	
Assessments Reviewed	

Class 2 – June 25	
General Topics	Phonemic Awareness Phonics
Readings	Morrow and Gambrell, Chapter 8 Miller Chapter 2
Fundamental Practice	Syllsearch
Assessments Reviewed	Yopp Singer Early Names Pseudo-words

Class 3 – June 26	
General Topics	Encoding Fluency Vocabulary Phonemic Awareness Phonics

Readings	Beck, McKeown, Kucan (on BB) – Chapters 1 and 2 Miller Chapter 3 Morrow and Gambrell, Chapter 9 Morrow and Gambrell, Chapter 12
Fundamental Practice	Word Study Robust Vocabulary
Assessments Reviewed	Primary Spelling Inventory Elementary Spelling Inventory Hasbrouck Tyndal

Class 4 – June 27	
General Topics	Comprehension Guided Reading
Readings	Morrow and Gambrell, Chapter 10 Morrow and Gambrell, Chapter 11 Miller Chapter 4
Fundamental Practice	Text Talk
Assessments Reviewed	Text Talk

Class 5 – June 28	
General Topics	Motivation
Readings	Morrow and Gambrell, chapters 4-6 Miller Chapter 5
Fundamental Practice	DRA
Assessments Reviewed	Reading Interest Inventories DRA

Class 6 – July 1	
General Topics	Writing
Readings	Morrow and Gambrell, chapter 13 Miller Chapter 6
Fundamental Practice	Writer’s Workshop 6+1 Writing Trait Writing DRA
Assessments Reviewed	6+1 Writing Trait Writing; Read Alouds

Class 7 – July 2	
General Topics	English Language Learners

	Sociocultural Perspectives on Literacy Learning
Readings	Miller Chapter 7
Fundamental Practice	ELL Experiences
Assessments Reviewed	Alternative assessments for ESL

Class 8 – July 3	
General Topics	Review Wrap Up Presentations
Readings	Miller Chapter 8
Fundamental Practice	Presentation
Assessments Reviewed	As applicable in presentations

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

COURSE PERFORMANCE EVALUATION

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents, or a word processor based format.** Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1. Performance Based Assessment (PBA): *Reading, Writing, and Spelling Analysis* (25%) **Due Date: November 16**

As you begin your *field experience*, select a target child. Between now and the middle of November 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, 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 from the same source (e.g., journal entries or 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 a spelling inventory, and other observational data, identify the student's developmental spelling level as well as the word study strategies they use. **Supporting documents should be attached as appendices and cited in the text.** Include a research-based instructional plan.

The Reading, Writing & Spelling Analysis should be submitted as a final paper on the due date. Further instructions and the PBA rubric can be found on Blackboard. The PBA rubric can also be found at the end of this syllabus.

2. Field Experience and Field Experience Reflection (10%) **Due Date: November 16**

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard.

In addition to the fieldwork log, each student will write a 2-3 page reflection on the fieldwork experience. The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process of conducting the work necessary to complete the reading, writing, and spelling inventory.

NOTE: Failure to submit documentation of successful completion of your **field work in a timely manner** will make you ineligible to register for coursework or be recommended for licensure.

3. Taking a questioning approach project (20%)

In preparation for your forthcoming 777 class, this project will blend language development with an inquiry stance. Over the course of the eight days you will engage in a systematic process to identify questions that you might have to explore your teaching in the language arts, search for literature that deepens your understanding of the topic, design interventions and think of how you might collect data. A draft proposal of this inquiry project will be submitted to the professor via email by the due date. More details will be shared in class.

4. Participation (20%)

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the sessions.

5. Taking a questioning approach presentation (15%)

Due Date: Final class meeting

Each student will create a multimedia (Prezi, PowerPoint, etc.) presentation on your questioning approach project. The presentation should focus on 1) describing what your question is, 2) explaining briefly some of the literature you have been drawn to 3) determining what the best strategies for use could be as well as data that you might collect and 4) providing a summary of potential benefits and roadblocks.

**EDUC 516: Reading, Writing, and Spelling Analysis
PBA Rubric**

Reading, Writing, Spelling Analysis				
<i>Criteria:</i>	Exceeds Standards 4	Meets Standards 3	Approaches Standards 2	Does Not Meet Standards 1
Student Profile <i>ACEI 4.0 INTASC 8</i>	The focal student is described in detail with a complete picture being presented of the student's age, grade, school reading habits, home reading habits and environment, and reading preferences. The profile clearly explains why this student was selected for the analysis.	The focal student is described in detail, and a mostly complete picture is presented of the student's age, grade, school reading habits, home reading habits and environment, and reading preferences. The profile explains why this student was selected for the analysis.	The focal student is described, but one or two descriptors of the child (student's age, grade, school reading habits, home reading habits and environment, and reading preferences) are missing. The profile provides only a cursory explanation as to why the student was selected for the analysis.	The focal student is inadequately described, with three or four descriptors of the child (student's age, grade, school reading habits, home reading habits and environment, and reading preferences) missing. The profile provides either no explanation as to why the student was selected for the analysis, or an extremely limited one.
Reading Analysis <i>ACEI 1.0, 4.0 INTASC 2, 8</i>	The reading analysis of the student is thorough: multiple assessments have been completed and are included in the appendix; an analysis of each assessment's results are provided in the paper; multiple (more than 4) examples are drawn from the assessments to show evidence for the analysis. Analysis addresses the child's reading level, fluency, comprehension, and strategy usage.	The reading analysis of the student is mostly thorough: a minimum of two assessments have been completed and are included in the appendix; an analysis of each assessment's results are provided in the paper; three or four examples are drawn from the assessments to show evidence for the analysis. Analysis addresses the child's reading level, fluency, comprehension, and strategy usage.	The reading analysis of the student is provided, but is not thorough: only one assessment has been completed and is included in the appendix; an analysis of each assessment's results are provided in the paper, but is shallow or incomplete; two or fewer examples are drawn from the assessment to show evidence for the analysis. Analysis is missing one of the following: the child's reading level, fluency, comprehension, and strategy usage.	The reading analysis of the student is provided, but is not thorough: assessments are indicated to have been done, but no evidence is provided in the appendix; an analysis of each assessment's results are provided in the paper, but is shallow or incomplete; one or no examples are drawn from the assessment to show evidence for the analysis. Analysis is missing two more of the following: the child's reading level, fluency, comprehension, and strategy usage.
Reading Instructional Plan <i>ACEI 2.1 INTASC 1</i>	An instructional plan has been created that addresses the child's strengths and weakness in reading, and provides at least four specific actions for developing the child's reading level,	An instructional plan has been created that addresses the child's strengths and weakness in reading, and provides two or three specific actions for developing the child's reading level, fluency,	An instructional plan has been created that minimally addresses the child's strengths and weakness in reading, but provides only one specific action for developing the child's reading level, fluency,	An instructional plan has either not been created, or it does not address the child's strengths and weakness in reading. The plan does not provide specific actions for developing the child's reading level, fluency,

	fluency, comprehension, and strategy usage.	comprehension, and strategy usage.	comprehension, or strategy usage.	comprehension, or strategy usage.
Writing Analysis <i>ACEI 1.0, 4.0</i> <i>INTASC 2, 8</i>	<p>The writing analysis of the student is thorough: multiple writing samples from a variety of writing genres have been collected and are included in the appendix; an analysis of each writing sample is provided in the paper; multiple (more than 4) examples are drawn from the student’s writing to show evidence for the analysis.</p> <p>Analysis addresses the child’s writing level, writing organization, language, sentence structure, letter structure, and (for grades 2 and over) understanding of writing purpose.</p>	<p>The writing analysis of the student is mostly thorough: multiple writing samples from at least two writing genres have been collected and are included in the appendix; an analysis of each writing sample is provided in the paper; two to three examples are drawn from the student’s writing to show evidence for the analysis.</p> <p>Analysis addresses the child’s writing level, writing organization, language, sentence structure, letter structure, and (for grades 2 and over) understanding of writing purpose.</p>	<p>The writing analysis of the student is provided: only one writing sample has been collected and is included in the appendix; an analysis of the writing sample is provided in the paper; only one example is drawn from the student’s writing to show evidence for the analysis.</p> <p>Analysis is missing one of the following: the child’s writing level, writing organization, language, sentence structure, letter structure, and (for grades 2 and over) understanding of writing purpose.</p>	<p>The writing analysis of the student is provided, but is not thorough: only one writing sample has been referenced, and it is not included in the appendix; either no or an incomplete analysis of the writing sample is provided in the paper; no examples are drawn from the student’s writing to show evidence for the analysis.</p> <p>Analysis is missing two or more of the following: the child’s writing level, writing organization, language, sentence structure, letter structure, and (for grades 2 and over) understanding of writing purpose.</p>
Writing Instructional Plan <i>ACEI 2.1</i> <i>INTASC 1</i>	<p>An instructional plan has been created that addresses the child’s strengths and weakness in writing, and provides at least four specific actions for developing the child’s writing.</p>	<p>An instructional plan has been created that addresses the child’s strengths and weakness in writing, and provides two or three specific actions for developing the child’s writing.</p>	<p>An instructional plan has been created that minimally addresses the child’s strengths and weakness in writing, and provides only one specific action for developing the child’s writing.</p>	<p>An instructional plan has either not been created, or it does not address the child’s strengths and weakness in writing. The plan does not provide specific actions for developing the child’s writing.</p>
Spelling Analysis <i>ACEI 1.0, 4.0</i> <i>INTASC 2, 8</i>	<p>The spelling analysis of the student is thorough; multiple assessments from various points in time have been completed and are included in the appendix; an analysis of each assessment’s results are provided in the paper; multiple (more than 4) examples are drawn from the assessments to show evidence for the analysis.</p>	<p>The spelling analysis of the student is mostly thorough; two or three assessments have been collected and are included in the appendix; an analysis of each assessment’s results are provided in the paper; three or four examples are drawn from the assessments to show evidence for the analysis.</p>	<p>The spelling analysis of the student is provided, but is not thorough; only one assessment has been collected and is included in the appendix; an analysis of the assessment’s results are provided in the paper, but is shallow or incomplete; two or fewer examples are drawn from the assessment to show evidence for the analysis.</p>	<p>The spelling analysis of the student is provided, but is not thorough: assessments are indicated to have been done, but no evidence is provided in the appendix; an analysis of each assessment’s results are provided in the paper, but is shallow or incomplete; no examples are drawn from the assessment to show evidence for the analysis.</p> <p>Analysis is either missing both the child’s spelling</p>

	Analysis addresses the child's spelling stage and strategy usage.	Analysis addresses the child's spelling stage and strategy usage.	Analysis is missing one of the following: child's spelling stage or strategy usage.	stage or strategy usage, or has incorrectly identified the spelling stage and strategies used.
Spelling Instructional Plan <i>ACEI 2.1</i> <i>INTASC 1</i>	An instructional plan has been created that addresses the child's weakness in spelling, and provides at least four specific actions for developing the child's spelling.	An instructional plan has been created that addresses the child's weakness in spelling, and provides two or three specific actions for developing the child's spelling.	An instructional plan has been created that minimally addresses the child's weakness in spelling, but provides only one specific action for developing the child's spelling.	An instructional plan has either not been created, or it does not address the child's weakness in spelling. The plan does not provide specific actions for developing the child's spelling.
Conclusion <i>ACEI 4.0</i> <i>INTASC 8</i>	The paper provides a conclusion that synthesizes where the student is situated across the range of literacy development. The paper summarizes multiple (4 or more) key points for the child's literacy development.	The paper provides a conclusion that mostly synthesizes where the student is situated across the range of literacy development. The paper summarizes two or three key points for the child's literacy development.	The paper provides a conclusion that partially synthesizes where the student is situated across the range of literacy development. The paper summarizes only one key point for the child's literacy development.	The paper lacks a conclusion or provides an incomplete conclusion that does not synthesize where the student is across the range of literacy development. Key points for the child's literacy development are not summarized.
Writing and Development Quality	Very clearly organized and very well-written with no significant errors. A range of references from <u>both</u> class readings and observations used effectively to support analysis.	Clearly organized and well-written with few errors. References from <u>both</u> class readings and observations used effectively to support analysis.	Organization and errors detract from overall quality of writing. Limited references from class readings and observations used effectively to support analysis.	Disorganized and poorly written. References from class readings or observations are missing or incomplete.