

**George Mason University**  
**College of Education and Human Development**  
**Elementary Education Program**

ELED 411.DL1 – Reading Development, Processes, Assessment, and Pedagogy  
3 Credits, Spring 2021  
Mondays 1:30-4:10 Synchronous

**Faculty**

Name: Lois Groth  
Office Hours: By Appointment  
Office Location: Thompson 1806  
Office Phone: 703-993-2139  
Email Address: [lgroth@gmu.edu](mailto:lgroth@gmu.edu)

**Prerequisites/Corequisites**

Admission into elementary education graduate program; must be taken in programmatic sequence; Literacy I.

**University Catalog Course Description**

Provides research-based introduction to literacy teaching and learning for elementary children. Emphasizes reading development and processes; reading assessment; and reading pedagogy. This course addresses assessment and instruction of reading comprehension, fluency, vocabulary and word study, as well as specific reading disabilities. Children’s literature will be examined through investigations of appropriate use of text in classrooms.

**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 new Undergraduate Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

**Course Delivery Method**

This course will be delivered online using both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal, Zoom, and Google Drive. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 18<sup>th</sup>, 2021. **Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication. This course also requires 15 hours of field experience.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)  
To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
  - Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
  - Students will need a headset microphone for use with the Zoom web conferencing tool.
  - Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
  - The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
    - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### ***Expectations***

#### Course Week:

Our class will meet on Tuesdays as indicated on the Schedule of Classes.

#### Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

#### Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

#### Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

#### Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

#### Workload:

Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations:

Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

**Learner Outcomes or Objectives**

A. This course is designed to enable teacher candidates to:

1. Students will demonstrate the ability to assess individual and group literacy needs in a classroom situation and incorporate reading instruction that demonstrates an understanding of children’s reading development.
2. Students will describe the literacy needs of diverse learners, including English Language Learners and students with specific reading disabilities, and they will adapt reading instruction to meet those needs.
3. Students will explore and explain the influence of families, communities, and schools on reading instruction.
4. Students will plan reading instruction that demonstrates an understanding of connections between phonemic awareness, word recognition, fluency, comprehension strategies and proficient reading.
5. Students will plan reading instruction that promotes creative and critical thinking.
6. Students will plan reading instruction using strategies in literal, interpretive, critical, and evaluative comprehension.
7. Students will plan instruction that facilitates reading fluency, reading comprehension and vocabulary development across content areas.
8. Students will survey technological tools, print materials, and other resources for teaching reading and demonstrate understanding of appropriate classroom use.

B. Outcomes and Standards

Learning Outcomes	InTASC Standards
1	1, 2, 4, 5, 6, 7, 8
2	1, 2, 3, 4, 5, 6, 7, 8
3	2, 3

4	1, 2, 4, 5, 6, 7, 8
5	1, 2, 4, 5, 6, 7, 8
6	1, 2, 4, 5, 6, 7, 8
7	1, 2, 4, 5, 6, 7, 8
8	1, 2, 3, 6, 9, 10

## Professional Standards

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

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

INTASC	Assignments
1. Learner Development	Classwork; Read Aloud Lesson; Assessment-Reading Analysis
2. Learning Differences	Classwork; Field; Read Aloud Lesson; Assessment-Reading Analysis
3. Learning Environments	Classwork; Field
4. Content Knowledge	Classwork; Field; Children's Literature Catalogue; Read Aloud Lesson; Assessment-Reading Analysis; Book club
5. Application of Content	Classwork; Field; Read Aloud Lesson; Assessment-Reading Analysis; Children's Literature Catalogue; Book club
6. Assessment	Classwork; Field; Read Aloud Lesson; Assessment-Reading Analysis
7. Planning	Classwork; Field; Read Aloud Lesson; Assessment-Reading Analysis; Children's Literature Catalogue
8. Instructional Strategies	Classwork; Field; Children's Literature Catalogue; Assessment-Reading Analysis; Read Aloud Lesson
9. Professional Learning and Ethical Practice	Classwork; Field; Book club
10. Leadership and Collaboration	Classwork; Field; Assessment-Reading Analysis; Children's Literature Catalogue; Book club

## Required Texts

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (7th edition). Pearson. (from ELED 410)

Johnston, P.H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse Publishers.

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

\*\*Additional selected readings will be posted on Blackboard.

## Related Texts: (excellent resources)

Allington, R.L. (2011) *What really matters for struggling readers: Designing research-based programs* (3<sup>rd</sup> ed.) New York, NY: Allyn & Bacon.

Beck, I.L., McKeown, M.G., & Kucan, L. (2013) *Bringing words to life: Robust vocabulary instruction* (2<sup>nd</sup> ed.). New York, NY: Guilford.

- Clay, M. M. (1993). *An observation survey of early literacy achievement*. NH: Heinemann.
- Cunningham, P.M., & Allington, R.L. (2015) *Classrooms that work: They can all read and write* (6<sup>th</sup> ed.). Boston, MA: Pearson.
- Duffy, G.G. (2014) *Explaining reading: A resource for teaching concepts, skills, and strategies* (3<sup>rd</sup> ed.). New York, NY: Guilford.
- Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6<sup>th</sup> edition) New York: Pearson.
- Harvey, S., & Goudvis, A. (2017) *Strategies that work: Teaching comprehension for understanding and engagement, and building knowledge* (3<sup>rd</sup> ed.). Portland, ME: Stenhouse.
- Morrow, L.M., & Gambrell, L.B. (2014). *Best practices in literacy instruction* (5<sup>th</sup> ed.). New York, NY: Guilford.

## Course Performance Evaluation

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester. **The Read-Aloud Lesson Plan and Reflection assignment described below serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to Tk20.**

**All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.**

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a current edition APA manual, the OWL at Purdue is an excellent resource. <http://owl.english.purdue.edu/owl/resource/560/01/>

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

## ASSIGNMENTS

Assignment	Points
<b>1. Classwork and Fieldwork</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8]	39%
<b>2. Children's Literature Catalogue</b> [Outcomes 3, 4, 5, 6, 7, 8]	10%
<b>3. Interactive/Strategic Read Aloud</b> [Outcomes 3, 4, 5, 6, 7, 8]	15%
<b>4. Assessment-Reading Analysis (PBA)</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8]	20%
<b>5. Final Exam</b>	16%
<b>Total</b>	<b>100</b>

### 1. Classwork and Fieldwork (39 points)

It is expected that you attend all scheduled classes and fieldwork outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you need to be absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same.

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

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

Fieldwork is required for this class. You will be assigned a classroom at a PDS site.

**Evaluation**

You will complete in-class and between class activities in your online class notebook. Your notebook is located at the journal tab on Blackboard.

	Unsatisfactory (0 pts)	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
<b>Classwork</b>	The student is absent from class. Some or all work is missing.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions. All work is completed at a basic level.	The student is on time and generally prepared for class discussions. The student participates to an extent in group and class discussions. All work is completed at a level that displays proficiency.	The student is punctual and prepared for class. The student actively participates and supports the members of the learning group and the members of the class. All work is completed in a distinguished way.

**2. Children’s Literature Catalogue (10 points)**

**DUE: 3/22**

Books are central to literacy instruction. Therefore, it is important for teachers to have a vast knowledge of children’s literature. For this assignment, you will investigate children’s literature resources online. You will share the resource via an in-class presentation. Using the resource of your choice, you will create a catalogue of children’s literature that includes at least 15 picture books and 7 chapter books. This will be a resource that each of you can access and add to as you enter the teaching profession to aid you in staying current on high-quality children’s literature.

**Evaluation**

Children’s literature catalogue will be evaluated for completion.

**3. Interactive/Strategic Read Aloud Lesson (15 points) (PBA)**

**Lesson Plan Due: 3/15 GoReact DUE: 4/12**

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in an elementary

class, explicitly explaining to students a comprehension strategy (e.g., questioning, predicting, inferencing, summarizing, clarifying, evaluating, or making connections) and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud and upload it to GoReact. After conducting the read aloud you will reflect on the lesson in GoReact. I will explain and model a strategic read aloud in class.

**Evaluation**

Lesson will be evaluated for understanding of read aloud, modeling and teaching of a strategy, and thoughtfulness of reflections as well as connections to course material.

**4. Assessment- Reading Analysis - PBA (20 points)**

**DUE: 4/26**

This is the programmatic **Performance Based Assessment** for ELED 411. Each student should select a child to observe repeatedly engaged in the reading process. Listen to the child read. Keep a log of when you read together. Gather data on all aspects of the child’s reading ability, including level, fluency, 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. Additional information will be provided in class.

**Evaluation**

Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade. See rubric below.

**5. Final Exam (16 points)**

**In Class: 5/3**

You will take a test on the important content addressed throughout this course.

**Evaluation**

Final exam will be evaluated for correctness.

**Grading Scale**

The grading for this course is as follows:

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	Denotes an unacceptable level of understanding and application of the basic elements of the course
C	73-76	2.00	
C-*	70-72	1.67	
D	60-69	1.00	
F*	<69	0.00	

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

## Professional Dispositions

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

Students are expected to exhibit professional behaviors and dispositions at all times. (See Elementary Education Program Handbook).

## Class Schedule

Date	Read & Reflect	Topics and Activities	Assignment Due
1/25/21	<b>Kohn (2001) <i>Five Reasons to Stop Saying, "Good Job"</i></b>	Introductions: Building Community Course Overview: Review 5 Pillars Review Comprehensive Literacy Components	Watch & Do
2/1/21	<b>Johnston ch 1 WTW ch 6 Zarillo chs 1 &amp; 2</b>	Syllabus Word Study – Assessment	Watch & Do
2/8/21	<b>Johnston ch 2 WTW chs 7 &amp; 8 Zarillo ch 7</b>	Word Study – Syllables & Affixes and Derivational Relations IRA review	Watch & Do
2/15/21	<b>Johnston ch 3 Zarillo ch 9</b>	Vocabulary Tiers, Wide Reading, Word Consciousness Word learning strategies: morphological awareness, context clues, individual words, graphic organizers, structural analysis, word banks	Watch & Do  <b>Book Club Johnston Chapters 1-3 in class</b>
2/22/21	<b>Johnston ch 4 Zarillo ch 6</b>  Rasinski (2012)	Fluency Assessment and Instruction Wide Reading Choral Reading Repeated Readings Audio Books Readers' Theater	Watch & Do
3/1/21	<b>Johnston ch 5 Zarillo ch 8</b>  McLaughlin, (2012)	Comprehension Assessment and Instruction Before-during after Narrative comprehension instruction Strategies Strategic Read Alouds Discussion Reciprocal Teaching Expository comprehension KWL, Text Structure, Vocabulary	Watch & Do



<b>3/8/21</b>	<b>Johnston ch 6</b> <b>Zarillo ch 10</b>  Giroir, Grimaldo, & Vaughn, (2015)	Types of Text Using Children’s Literature Fiction, Evaluating, Leveling Evaluating Non fiction Children’s Literature Catalogue work	Watch & Do  <b>Book Club Johnston</b> <b>Chapters 4-6 in class</b>
<b>3/15/21</b>	<b>Johnston ch 7</b>  Fountas & Pinnell, (2013)	Differentiated Instruction Guided Reading Heterogeneous Grouping Flexible Grouping	Watch & Do  <b>Interactive, Strategic</b> <b>Read Aloud Plan</b>
<b>3/22/21</b>	<b>Johnston ch 8</b>	Differentiated Small Group Reading Instruction continued	Watch & Do  <b>Children’s Literature</b> <b>Catalogue</b>
<b>3/29/21</b>		<b>Work week – no class meeting</b>	
<b>4/5/21</b>	<b>Johnston ch 9</b> <b>Zarillo chs 11&amp;12</b>  Planning Effective Minilessons & Conferences (Fountas&Pinnell, 2001)	Organization and management of the reading classroom	Watch & Do  <b>Book Club Johnston</b> <b>Chapters 7-9 in class</b>
<b>4/12/21</b>	<b>Zarillo ch 15</b>  IES Practice Guide, (2007)	Teaching reading to ELs and diverse learners Explicit teaching Intervention	Watch & Do  <b>Interactive, Strategic</b> <b>Read Aloud</b> <b>Reflection GoReact</b>
<b>4/19/21</b>	Gambrell, (2012)  Parsons, Nuland, Ward Parsons, (2014)	Motivation and Engagement Interest Success Choice, collaboration, authenticity Autonomy	Watch & Do
<b>4/26/21</b>		Fostering Self-Determining learners Putting it all together Reviewing the course	Watch & Do  <b>Reading Analysis</b>
<b>5/3/21</b>		<b>Final Exam – during class</b>	

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

### 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

### Guidelines for **READING ANALYSIS (ELED 411 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 your assessments. This analysis is a performance-based assessment for ELED 411.

As you begin your fieldwork, select a target child. You will assess the child’s reading 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. (Remember to use Zarillo as a resource!) 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.

## 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.

Assessment Rubric for Reading Analysis ELED 411 Performance Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
<b>Complete 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 INTASC 1)
<b>The Reading Analysis</b> includes evidence of multiple assessments and cites references and appendices.	9-10 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.	8-8.9 Assessment data collected by the teacher candidate to identify the student's reading learning needs are used, referenced, and included in the appendices.	7-7.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-6.9 Lacks evidence of assessment data.	(Assessment INTASC 6)
<b>The 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 INTASC 6)
<b>The 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 INTASC 7)
<b>Conclusion</b> synthesizing the analysis is included.	9-10 Conclusion synthesizes analysis with instructional plans. It includes & supports predictions for learner's success.	8-8.9 Conclusion synthesizes analysis with instructional plans.	7-7.9 Conclusion lacks synthesis.	0-6.9 Lacks a conclusion.	(Assessment. INTASC 6)
<b>Mechanics:</b> The paper is coherent, proof read, well-organized, error free and adheres to APA format.	9-10 Paper is coherent, well-organized, error free and adheres to APA format.	8-8.9 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	7-7.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in	0-6.9 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.	

			mechanics, usage, or APA.		
Total Weighted Score					