



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2021

EDSE 503 665: Language Development and Reading

CRN: 23448, 3 – Credits

Instructor: Dr. Tiffany Brocious	Meeting Dates: 01/12/21 – 03/09/21
Phone: 540-539-4910	Meeting Day(s): Tuesday
E-Mail: tbrocio2@gmu.edu	Meeting Time(s): 4:30 pm – 9 pm
Office Hours: Upon Appointment	Meeting Location: Online
Office Location: N/A	Other Phone: Please use the cell number

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Do you know what tests are needed for your program? Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using [synchronous] format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. 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 10, 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.

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: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](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 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/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
Our course week will begin on the day that our synchronous meetings take place 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 2 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.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **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:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
3. Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
4. Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
5. Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
6. Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging

practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Texts

Berkeley, S. & Ray, S., (2019). *Reading Fundamentals for Students with Learning Difficulties: Instruction for Diverse K-12 Classrooms (1st Ed.)*. Routledge. ISBN 9780815352914

Fox (2016). *Phonics & Word Study for the Teacher of Reading (11th Ed.)*. Pearson. ISBN 9780132838092

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. <https://doi.org/10.1037/0000165-000>

Required Resources

- Course Blackboard Site: Blackboard (Bb) is used to post important information for this course. Resources often are posted in between class sessions. You are responsible for accessing the materials needed for assignments.

Course Performance Evaluation

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

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Assignment. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

**Performance-based Assessment
(VIA submission required)**

**Performance-based Assessment (Tk20 submission required)
Informal Reading Assessment Administration and Educational Assessment Report (35 Points)**

This assignment is referred to in the syllabus and course materials by the above name, the acronym IRAA-EAR, and also as the informal reading report. It serves as the primary performance-based assessment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. Additional information about this assignment is provided later in this syllabus. Specific directions and the assessment rubric for this section, EDSE 503-660, will be provided by the instructor. BOTH an electronic copy (posted to blackboard) AND a hard/printed copy of the project, including the testing protocols and other relevant appendices, must be submitted by 5:00 p.m. on the due date to be eligible to receive full credit.

Here are some general expectations to guide your planning:

The duration of 'a meeting session' with your student varies. That is, if you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session. (A copy of the student's IEP is NOT required for this assignment. You may request information about the student's abilities and areas of need verbally from the parent/teacher/ or service provider.)

1st meeting- Collect information about your student.

2nd and 3rd meetings- Conduct IRI

4th and 5th meetings- Collect information using additional skills assessments you have selected.

College Wide Common Assessment (VIA submission required)

Performance-based Common Assignments (No VIA submission required)

Completion of Fox Text Chapters (20 points)- Phonics Self-Study

This assignment has the following components:

1. Completion of the phonics text ("Fox book") pretest;
2. Completion of the self-directed, programmed learning "fill in the blank" written response activities in the Fox book;
3. Completion of the in-class posttest. Failure to take the phonics posttest by end of the last class session of the course will result in a deduction of 5 points from the final course grade. If a candidate does not take the phonics posttest by the last week of classes in the current semester, a grade of Incomplete (IN) will be assigned and the candidate must take the posttest for the IN grade to be changed to the earned letter grade; and
4. On-time completion of all components in each section of the Fox book, including corresponding reviews.

Weekly Quiz or Group Work on Reading Chapters (20 points)- Each week, students will be given a quiz on assigned reading chapters. Each quiz will have 3 questions for a total of 3 points each.

Class Participation (20 points)-In each class, there will be numerous activities for students to engage in conversations, collaborative learning, and presentations.

Final Exam (5 points)-

The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester AND the Reading for Virginia Educators (RVE) assessment. The final exam addresses assigned readings and class activities, including professor and peer presentations. The format of the exam will be modeled from the Reading for Virginia Educators (RVE) test that is required for licensure by the Commonwealth of Virginia. Study guide and practice materials are on Bb (Course Content à RVE Practice Materials). Failure to take the final exam by end of the last class session of the course will result in a deduction of 5 points from the final course grade. The course final exam must be taken for the course to be considered completed. If a candidate does not take the final exam by the last week of classes in the current semester, a grade of Incomplete (IN) will be assigned and the candidate must take the final exam for the IN grade to be changed to the earned letter grade.

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016).

Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

*Please note that due to barriers with accessing field experience placements in Spring 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified by their instructors with field experience options in their course. If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, you will use an alternative option provided by your instructor; you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own). Check your Mason email regularly for important information regarding your field experience.

Course Policies and Expectations

Attendance/Participation

Course participants register for cohort classes with an understanding that:

1. The semester occurs within a compacted time frame;
2. The time allocation for class sessions is extensive; and
3. All work is to be completed within the cohort semester.

Course participants also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. Teacher candidates/students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.

Teacher candidates (course participants), as adult learners and graduate students, are expected to:

1. Be fully in attendance at each online face-to-face class session;
2. Exhibit professional dispositions at all times; and
3. Appropriately participate in collaborative assignments and class discussions.

Attendance includes:

1. Promptness—getting online and back from breaks on time;
2. Class sessions start promptly at 5:00 p.m. and end at 9:30 p.m. or as per the professor;
3. Being present for the full duration of class online and, as appropriate, other areas of course activity.
4. Participation, which implies demonstration of being psychologically and socially available to learn, as well as, coming to class prepared (having completed the required assignments). Participation considers the teacher candidate's/student's professional dispositions and level of engagement in class activities and includes, but is not limited to:
 - Being respectful to others at all times;
 - Preparing in advance for the session by completing assigned work on time (see the section below on “Late Work”);
 - having on hand/in class all materials required for the class session as per the course assignments/class schedule and professor communications;
 - Contributing thoughtfully and fully to class activities and discussions;
 - Listening to and being respectful of the ideas of others;
 - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence class dynamics)
 - Facilitating group work;
 - Self-assessing course work; and
 - Using technology/electronics only to assist in current class tasks.

The College of Education and Human Development expects teacher candidates/students to exhibit professional dispositions (<https://cehd.gmu.edu/teacher/professional->

disposition) and that teacher candidate/student demonstration of professional dispositions is part of the assessment process.

Per professor judgment, use of electronics for activities not directly and/or appropriately applicable to the current class focus/activity is considered unprofessional behavior and a violation of the requirement to demonstrate professional dispositions. In particular, unless approved by the professor (e.g., for resources used during a team presentation), devices are not to be used in class for viewing or sending email, viewing or sending texts, for accessing the Internet, or for conducting conversations.

For each instance of behavior that is not in keeping with professional participation behaviors and attitudes, including completing and bringing to class homework assignments and inappropriate use of electronics, 5 points will be deducted from the total points accumulated in the course.

Per the College of Education and Human Development attendance policy, “Students are expected to attend all classes, arrive on time, and stay until the end of class.” It is crucial to your mastery of course content to be present for class instruction (discussion, activities, presentations, etc.). By registering for the course, you are making a commitment to be present at all classes for the full duration of each session. If you are not able to commit to course attendance expectations, please discuss options with the professor and your academic advisor.

Please do not request permission to miss a class—you must make your own decision.

Course participants who are absent or who miss partial class time are responsible for the material covered, including assignment discussions, clarifications, and explanations. It is not the responsibility of the professor to provide substitute instruction for material presented in class sessions. If a teacher candidate/student is not present for part or all of a class session, assignments remain due as if in attendance and as outlined in the course syllabus. It is the teacher candidate’s/student’s responsibility to arrange with a colleague, not with the professor, for collection of materials and to promptly obtain from colleagues and discuss with them class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

If a candidate misses 15 minutes or more per class session in 2 classes, 5 points per occurrence will be deducted from the final point accumulation, starting with the 2nd infraction. Additionally, if a candidate is absent from the class session for 15 or more minutes (whether that person is late, early, or leaves class activities then returns) in 3 or more sessions, 10 points additionally are deducted from the total course grade for each subsequent partial or full absence

There may be extenuating circumstances—those that involve a critical situation (self; immediate family member or other being for whose care the candidate is responsible) or job responsibilities of a serious nature that impact attendance. Within 4 days of the full or partial absence related to those circumstances that truly are extenuating, please discuss the situation with the professor (to include impact on course mastery and assignments,

including due dates and date of course completion). Document your attempts to inform the professor. The professor will require confirmation from a health care provider, assistive agency professional, and/or job supervisor and/or GMU academic advisor and/or the school division contact person and/or other authority or source (per the professor's choice, regarding verification).

Late Work

An assignment is considered late if it is not submitted as outlined below:

1. All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted in the class schedule;
2. Assignment submission includes posting to Blackboard. Work must be posted to Blackboard no later than 5:00 p.m. the day it is due to be considered "on time;"
3. Submitting an assignment late does not alter the due dates of the other assignments.
4. The professor does not provide feedback on late assignments. Strive to keep up with the assignment schedule to allow for appropriate formative evaluation and feedback from your professor and peers across the semester and to assist understanding of content addressed in class; ans
5. For the course to be considered completed, the Informal Reading Assessment Administration and Educational Assessment Report assignment must be submitted to Bb (Assessments ® Tk20 EDSE Informal Reading). Bb may contain additional notations or similar notations that indicate the repository for the Tk20 assignment for EDSE 503 (determined by the CAEP Assessment administrators).
6. For late submissions of assignments:
 - An assignment will not be considered completed until the work is posted to Blackboard;
 - the maximum extension is 7 days, after which the assignment is not awarded any points;
 - A candidate who verifies extenuating circumstances must arrange, through the professor, for a grade of "Incomplete" and specifics on course completion no later than 24 hours prior to the start of the last class session. The teacher candidate must sign a GMU Incomplete Grade Contract, as provided by the professor, by the conclusion of the last class session.

Grading Scale

Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better. The professor may award + or – qualifiers based on work quality, effort, and bonus points accumulated/demonstrated throughout the semester. These qualifiers are considered in the final grade. Additional assignments are not created or offered by the professor in order to provide teacher candidates/ students with opportunities to earn additional course points.

90 – 100 points = A

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C
 < 70 points = F

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

Date	Topic/Discussion	Due for next session
January 12 Session #1 Online	Introduction Overview of Course Syllabus RVE Chapter 1 Berkeley & Ray <i>Understanding the Nature of Reading and Schools</i> <ul style="list-style-type: none"> • Group Activity and Discussion- Create a Poster to Show Details of a Section 	Read Chapters 2-3 Berkeley & Ray Complete Pretest and pp. 11-28 of Fox Text
January 19 Session #2 Online	Chapter 2 Berkeley & Ray <i>Assessment of Reading</i> <ul style="list-style-type: none"> • Core Assessment • OG Assessment • Practice Group 	Read Chapters 4, 5, and 13 Berkeley & Ray Complete pp. 29-70 of Fox Text

	<p>Chapter 3 Berkeley & Ray <i>Informal Reading Inventories</i></p> <ul style="list-style-type: none"> • IRI • QRI • DRA 	
<p>January 26 Session #3 Online</p>	<p>Chapter 4 Berkeley & Ray <i>Oral Language Development</i></p> <ul style="list-style-type: none"> • Divided Group Work <p>Chapter 5 Berkeley & Ray <i>Early Reading</i></p> <ul style="list-style-type: none"> • Heggerty • Introducing New Concepts • Decodable Text • Predictable Text <p>Chapter 13 Berkeley & Ray <i>The Development of Writing and Spelling</i></p> <ul style="list-style-type: none"> • Vowels • Letter Formation • Verbalizing and Visualizing • Spelling Inventory 	<p>Read Chapters 6 & 7 Berkeley & Ray Complete pp. 71-117 in Fox Text</p>
<p>February 2 Session #4 Online</p>	<p>Chapter 6 Berkeley & Ray <i>Supporting All Students in Early Reading Development</i></p> <ul style="list-style-type: none"> • Phonological Awareness • Phonics • Orthographic Mapping <p>Chapter 7 Berkeley & Ray <i>Word Identification Skills and Fluency</i></p> <ul style="list-style-type: none"> • Sight Words • Decodable Words • CBM and Progress Monitoring 	
<p>February 9 Session #5 Asynchronous</p>	<p>You will meet with your student to give the spelling inventory and the IRI.</p>	<p>Chapters 8 and 9 Berkeley & Ray Complete pp. 118-156 in Fox Text</p>
<p>February 16 Session #6 Online</p>	<ul style="list-style-type: none"> • Discussion of Testing Experience • Group Work <p>Chapter 8 Berkeley & Ray <i>Intensive Reading Intervention</i></p> <ul style="list-style-type: none"> • MEP-3 • Reading Mastery • Corrective Reading <p>Chapter 9 Berkeley & Ray <i>Supporting All Students in Accessing Text</i></p> <ul style="list-style-type: none"> • Adaptive Technologies 	<p>Continue to work on Fox Text. Chapters 10, 11, and 12 Berkeley & Ray</p>

	All pages up to page 166 of Fox Text should be completed by April 29.	
February 23 Session #8 Online	Chapter 10 Berkeley & Ray Reading Comprehension <ul style="list-style-type: none"> Comprehension Activities- <i>Cemetery Path</i> Chapter 11 Berkeley & Ray Background Knowledge (Including Vocabulary) <ul style="list-style-type: none"> <i>Activities to Build Vocabulary</i> Chapter 12 Berkeley & Ray Supporting All Students in Understanding Text <ul style="list-style-type: none"> Visualizing and Verbalizing 	Fox Post-test Read Chapters 14 in Berkeley & Ray
March 2 Session #9 Online	Chapter 14 Berkeley & Ray Supporting All Students in Reading and Writing <ul style="list-style-type: none"> Sample Problem-Solving RVE Questions 	TK Submission by 4:00 PM on March 7.
March 9 Session #10 Online	RVE Practice Exam	

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

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 the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Informal Reading Assessment Administration and Educational Assessment Report

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Background & Oral Language Development: CEC/IGC Standard 1 Beginning special education professionals understand how exceptionalities may interact with	Candidate produces a description of the target student’s background that <u>fails</u> to show a clear understanding of: <ul style="list-style-type: none"> • the student’s present level of performance relevant to literacy instruction, and/or 	Candidate produces a description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of: <ul style="list-style-type: none"> • the student’s present level of performance 	Candidate produces a detailed description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of: <ul style="list-style-type: none"> • the student’s present level of performance relevant to literacy instruction, and

<p>development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • the potential impact of the target student's language proficiency on reading and writing development 	<p>relevant to literacy instruction, and</p> <ul style="list-style-type: none"> • the potential impact of the target student's language proficiency on reading and writing development 	<ul style="list-style-type: none"> • the relationship between the target student's language proficiency and typical language development, and • the potential impact of the target student's language proficiency on reading and writing development
<p>Reading & Writing Development: CEC/IGC Standard 4 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the extent that interpretation of the assessment results is impacted. • Candidate fails to identify an appropriate area of literacy development where additional assessment may be needed to further understand an area of weakness. 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Minor errors that do not change interpretation of the assessment results may be present. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area. 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.
<p>Reading & Writing Development: CEC/IGC Standard 4 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate fails to use assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Recommendations may be grounded in opinion rather than assessment data. 	<ul style="list-style-type: none"> • Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. 	<ul style="list-style-type: none"> • Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Candidate provides a clear rationale for these recommendations that is grounded in assessment data.
<p>Instructional Recommendations: CEC/IGC Standard 5 Beginning special education</p>	<p>Candidate makes recommendations for reading and/or writing instruction that are:</p>	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> • are appropriate based on the assessment results 	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> • are appropriate based on the assessment results for the target student, and may also

<p>professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • not connected to the assessment results, and/or • that are not evidence based for students with exceptionalities. 	<p>for the target student, and</p> <ul style="list-style-type: none"> • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate. 	<p>consider student interests, learning environments, and/or cultural and linguistic factors, and</p> <ul style="list-style-type: none"> • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and • makes a clear connection between the assessment results and the recommended practices
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