

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**PROGRAM – SPECIAL EDUCATION**  
**Syllabus for EDSE 503: Language Development and Reading**

Spring 2010

Course day/time: Thursday, 4:15 to 8:45 p.m.

Course location: Bldg. 100, Room 32, Independent Hill Complex

**PROFESSOR:** Teresa C. Hopkins, Ph.D.

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Office hours: By appointment

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**COURSE DESCRIPTION:**

Prerequisites\*: There are no *required* prerequisites for this course, but each Program in Special Education strongly *recommends a specific sequence*. Please refer to your Program of Studies to determine where this course fits within your overall program.

\*Advising contact information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2387. Please be prepared with your G number when you contact her.

Course description from university catalog: Provides in-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills, reading sub-skills including auditory discrimination and phonemic awareness, decoding and word reading, reading comprehension, vocabulary, fluency and the use of technological advances in the teaching of reading. *Note: School-based field experience required.*

**Objectives/Competencies**

This course is designed to enable students to:

- Describe language development and emergent literacy skills.
- Describe the theories and stages of normal language development.
- Describe the nature, function, and rules of language.
- Describe disorders and deviations in language and related areas.
- Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
- Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
- Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
- Describe the elements of balanced reading instruction.
- Demonstrate knowledge of best practices and strategies in reading instruction for students who access the general curriculum.

**PROFESSIONAL STANDARDS****Course's Relationship to Program Goals and Professional Organization**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia for students who access the general curriculum. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for students who access the general curriculum.

The CEC Standards are listed on the following web site:

[http://www.cec.sped.org/ps/perf\\_based\\_stds/common\\_core\\_4-21-01.html](http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html)

The CEC standards that will be addressed in this class include some of the following:

**CEC Standard 4 - Instructional Strategies****Skills:**

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

**CEC Standard 6 – Language (refer to box for a complete description of this CEC Standard)****Knowledge:**

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

**Skills:**

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

**The Council for Exceptional Children's (CEC)  
Special Education Content Standard #6: Language**

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development and teach communication skills** to individuals with ELN\*. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**

\*Exceptional Learning Needs

**TEXTS and READINGS**

**Required Texts:**

- 1) Bursuck & King-Sears, *Language Development & Reading*, customized text -- available this link ONLY -- <http://store.pearsoned.com/georgemason> ISBN: 0536379505
- (2) Fox, B. J. *Phonics for the Teacher of Reading*, 9th edition, Columbus, OH: Prentice Hall. ISBN 0131177990
- (3) American Psychological Association, *Publication Manual of the American Psychological Association*, 6th edition, ISBN 1557987912

**Required Recent** (2006, 2007, 2008, 2009) **Peer-Reviewed Journal Readings:** To be determined and selected by students throughout the semester for the Case Study assignments.

**Required** Online Tool:

A version of the Jennings Informal Inventory (IRI) is at this web site: [www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e) As Appendix C. You will need to use an IRI to complete your case study assignment.

**May be Required** Online Readings (for group presentations):

National Reading Panel Report (NRP). (2000). *Report of the national reading panel: Teaching students to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Bethesda, MD: National Institute of Child Health and Human Development, National Institutes of Health

<http://www.nationalreadingpanel.org/Publications/publications.htm>

Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers should know and be able to do*. Washington, D.C. American Federation of Teachers.

[www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf](http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf)

Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-24.

[http://www.aft.org/pubs-reports/american\\_educator/issues/winter05-06/Moats.pdf](http://www.aft.org/pubs-reports/american_educator/issues/winter05-06/Moats.pdf)

Evaluating Core Reading Programs. Florida Center for Reading Research (analysis of commercial programs): Guidelines at [www.fcrr.org](http://www.fcrr.org) and [www.fcrr.org/FCRRReports/index.aspx](http://www.fcrr.org/FCRRReports/index.aspx) and Simmons & Kame'enui's Consumer Guide at [http://reading.uoregon.edu/appendices/con\\_guide\\_3.1.03.pdf](http://reading.uoregon.edu/appendices/con_guide_3.1.03.pdf)

Progress Monitoring (tools) and CBM. [www.studentprogress.org](http://www.studentprogress.org) and Scott, V. G., & Weishaar, M. K. (2003). Curriculum-based measurement for reading progress. *Intervention in School & Clinic*, 38, 153-160.

Teaching Culturally and Linguistically Diverse Students.

[http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/15/ea/fb.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/ea/fb.pdf)

<http://www.nccrest.org/> National Center for Culturally Responsive Educational Systems (NCCRESt)

**Required Access to Course Blackboard Site:** Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class. <http://courses.gmu.edu> Click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 503 course.

### Recommended Resources and Websites:

<http://searchlight.utexas.org>

DIBELS (Dynamic indicators of early literacy skills) : [www.dibels.org](http://www.dibels.org)

What Works Clearing House: [www.whatworks.ed.gov](http://www.whatworks.ed.gov)

Put Reading First, National Institute for Literacy: [www.nifl.gov](http://www.nifl.gov)

<http://www.nifl.gov> (National Institute for Literacy)

Pacific Resources for Education & Learning: [www.prel.org](http://www.prel.org)

Focus Tab: Fluency & Fluency Assessment & Vocabulary

No Child Left Behind [nclb2.esc.org](http://nclb2.esc.org)

Council for Exceptional Children: [www.cec.sped.org](http://www.cec.sped.org)

International Dyslexia Association: [www.interdys.org](http://www.interdys.org)

<http://www.reading.org> (International Reading Association)

University of Kansas Center for Research on Learning: [www.ku-crl.org](http://www.ku-crl.org)

The IRIS Center: <http://iris.peabody.vanderbilt.edu/>

Center on Instruction: [www.centeroninstruction.org](http://www.centeroninstruction.org)

National Center for Learning Disabilities: [www.ld.org](http://www.ld.org)

Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA) <http://www.vra.nesinc.com>

Reading Rockets [www.readingrockets.com](http://www.readingrockets.com)

Teaching LD [www.TeachingLD.org](http://www.TeachingLD.org)

### NATURE OF COURSE DELIVERY

#### Learning activities include the following:

- Instructor lecture, to include explicit instruction using demonstration and modeling, and implicit instruction by setting up learning experiences that build on students' background knowledge and skills.
- Student participation (e.g., discussion, demonstration, inquiry) in small group and cooperative learning activities, including analysis of students with language, reading, and writing deficits as depicted in scenarios (e.g., review of cases).
- Review and expansion of material read in preparation for course sessions.
- Student self-assessment of progress throughout the course.
- Access and analyze materials and resources using a variety of medium, including Blackboard, web-based resources, and professional peer-reviewed journal articles.

- Examine curricular materials and analyze student learning deficits, patterns, and strategies (such as review of reading programs, interpreting student reading/writing skills, viewing video scenarios).
- Instructor-student dialogue and interactions during and outside of class sessions that bring relevance and heightened skills, knowledge, and insights to the students and Instructor, with a focus on strengthening pedagogical skills for teaching language, reading, and writing to students with disabilities.

### **CEHD STATEMENT OF EXPECTATIONS**

#### **All students must abide by the following:**

- Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

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 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.

#### ***Keep Products from This Course for Future Use in Your Professional Portfolio!***

*Retain electronic copies of all course products to document progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards.*

*The special education program is now requiring electronic (versus hard copy) portfolios. You will need to submit “artifacts” (i.e., scored assignments) saved electronically this semester and perhaps in future semesters.*

***The “signature” assignment (Case Study) required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream: (<https://www.taskstream.com>).***

*Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>.*

*Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).*

## RESOURCES and EXPECTATIONS

*George Mason University Email:* <https://mail.gmu.edu/>

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. PLEASE do not use Blackboard to email the instructor.

*George Mason Patriot Web:* <https://patriotweb.gmu.edu/>

A self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

*APA Formatting Guidelines:* <http://www.psywww.com/resource/apacrib.htm>

This website is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6th<sup>h</sup> edition for standard of procedures for applying APA style. Additional APA help URLs are available on the GSE library URL and may be available on the course Blackboard site.

*Placement for this Field Experience/Case Study:* IF you have difficulty finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark [lclarkg@gmu.edu](mailto:lclarkg@gmu.edu) can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access <http://cehd.gmu.edu/endorse/ferf> to complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you anticipate working with the youngster) after targeting the youngster with whom this Case Study will be completed.

*Attendance and Participation:* Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Two or more unexcused absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

*Assignments and Readings and Due Dates:* For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

*Writing Support:* All assignments should reflect graduate level spelling, syntax, and grammar. If you are deficient in any of these areas, you will need to document your work with the GMU Writing Center during this course to improve your skills (<http://writingcenter.gmu.edu>).

## COURSE REQUIREMENTS, ASSIGNMENTS

*Assessment of Course Requirements:*

Course requirements include readings (texts, online resources, professional journal articles that are independently accessed by students) and activities (both during and between course sessions) that prepare the student to acquire and/or increase their knowledge and skills in teaching reading and language to students with disabilities. A major requirement is implementation of a comprehensive instructional technique with a student with a disability (see the Case Study).

Performance based assessment are used in this course. The final grade is based on the quantity of points students earn through timely submission of high quality work.

All assignments should be typed (submitted as hard copy please) and are due at 5:00 p.m. on the dates indicated. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.** Please retain a copy of your assignments in addition to the one you submit.

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the instructor.

**NOTE:**

- \* This syllabus may change according to class needs.
- \* If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, **please call and/or make an appointment with instructor as soon as possible.**

***Performance Based Evaluations (Scored to determine points for the final grade):***

1. Self-paced completion of Fox text	10 points
2. Midterm exam	20 points
3. Group presentation of Assigned Area	20 points
4. Case Study	40 points
5. Participation, Quizzes and Activities During Class	10 points
<b>TOTAL</b>	<b>100 POINTS</b>

***Grading Scale:***

A =	95-100%
A- =	90-94%
B+ =	87-89%
B =	80-87%
C+ =	77-79%
C =	72-76%
F =	71% and below

<b>Student Self-Management for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations</b>	
<b>Title of Performance-Based Summative Evaluation</b>	<b>Points Earned/Total Points</b>
1. Self paced completion of Fox text	/10
2. Midterm Exam	/20
3. Group Presentation	/20
4. Case Study	/40
5. Participation, Quizzes and In-class Activities	/10
<b>Total # of points earned</b>	<b>/100</b>

Students can calculate their points earned/total points available at any date in the semester in order to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

### ***Description of Performance Based Evaluations for this Course***

#### ***1. Self-paced completion of Fox text: 10 points:***

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox self-instruction textbook. Complete and score the pretest, then do each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. You have the option of accelerating your pace by completing the parts prior to the session timeline noted below. Plan to turn in the Fox text at the beginning of the class session on the due date for each specific part and you will receive the book back at the end of class.

<b>Timeline and Points Earned for Completion of the Phonics Self-Instruction Text</b>					
Jan. 14: Pretest 2 points	Jan. 21: Part I 1 point	Jan. 28: Part II 1 point	Feb. 4: Parts III and IV 2 points	Feb. 11: Parts V and VI 2 points	Feb. 18: Posttest 2 points

**Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit is given.**

2. Attendance and Participation: Class attendance and participation is demonstrated by attending class and being psychologically available to learn, completing and handing in weekly class assignments, and participating in class discussions/activities throughout the semester. Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), being unprepared with materials, and/or absences. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, respectively, and demonstrating an enthusiasm for learning. **Each week, there will be a weekly quiz or a group activity that will count towards this grade.** If you are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points will not be earned and cannot be made up at another time.

#### ***3. Midterm Exam: 20 points:***

The midterm exam includes multiple-choice items and short-essay questions. This exam will cover assigned readings and class lectures up to the midterm date. A midterm review will be completed during the class session that falls directly before the midterm exam.

#### ***4. Group Presentations: 20 points:***

By the second night of class you will be assigned to a group. Each group will be responsible for completing a presentation on a relevant topic area of reading research, instruction, and/or evidence-based practices. Your group will be responsible for delivering a 20-minute presentation to the class on an assigned night, which represents a summary of information for your particular area (you will be given resources to investigate) and requires the participation and active learning of your peers. You will be given some time in class to work on these presentations.

Your presentation will be evaluated using the following rubric:

<b>Group Presentation Rubric</b>		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Definition <ul style="list-style-type: none"> <li>• Presentation includes a clear and accurate description of the resource about your chosen topic of reading.</li> </ul>	/2	
Content <ul style="list-style-type: none"> <li>• Presentation includes a thorough description of NEW content addressed within this topic of reading.</li> <li>• The information presented is given practical relevance for classroom teachers.</li> </ul>	/5	
Activity <ul style="list-style-type: none"> <li>• Presentation includes at least one activity which is interactive with the group either to stimulate conversations about the topic and/or to reinforce learning of this topic.</li> </ul>	/2	
Technology/Visual Support <ul style="list-style-type: none"> <li>• Incorporation of media in order to facilitate the presentation in some way</li> </ul>	/2	
Class Handout <ul style="list-style-type: none"> <li>• At least one clear and applicable handout is distributed to the class, which focuses on the topic area of reading.</li> </ul>	/2	
Presentation <ul style="list-style-type: none"> <li>• Presentation includes at least one type of visual support (PowerPoint, overheads, posters, etc.(1 point)</li> <li>• Visual support is easy to read and understand from all areas of the classroom. (1 point)</li> <li>• Presentation is clear and accurate. (1 point)</li> <li>• Presentation is no longer than 20 minutes. (1 point)</li> <li>• Presentation is creative and involves whole class participation. (1 point)</li> </ul>	/5	
Collaborative Efforts <ul style="list-style-type: none"> <li>• All areas of the presentation are cohesive and not disjointed from each other</li> <li>• Everyone has a clear and important role for the presentation</li> </ul>	/2	
<b>TOTAL</b>	<b>/20</b>	

### 5. Reading Case Study: 40 points:

The Reading Case Study requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for this assignment. Please use the rubric headings to organize your paper.

A brief overview of the project follows:

#### 1. Background Information:

- Prior to working directly with the student, gather sufficient background information so that you are better able to target appropriate informal reading assessments / levels with the student and provide motivating and meaningful instruction via the intervention you select.
  - This should include home and school information, physical and language development, emotional issues, family, social and cultural information.
  - This should also include information about previous reading interventions.
  - Please use a pseudonym at all times to ensure confidentiality for your student.

#### 2. Informal Assessments:

- Conduct initial informal reading assessments to determine appropriate instructional levels and interventions.
  - This must include the Jennings Informal Reading Inventory **and** at least two other forms of curriculum-based assessment. The two other forms of assessment (could) be a running record form of a narrative text of at least 100 words and a running record form of an expository text of at least 100 words. Other informal assessments will be shared in class –specifically for assessments of PA, phonics, fluency, and comprehension.
  - You must select a book or sample of what that the student is currently reading or expected to read and use a readability formula to figure out the estimated grade level of the student's text. Compare this to their independent reading level from the IRI and make some conclusions about the level of appropriateness of the text.
  - Data representing specific strengths and areas of concern are identified at this stage. Some of these data represent the student's baseline data. Gather enough preliminary information about the student (student's oral language, writing skills) and the student's curriculum so that you're ready to examine the results, analyze the student's learning, and target a specific skill area that you will teach to the student.
  - When possible, scan all assessment protocols and samples of the student work and include as appendices.

#### 3. Intervention:

- Using information from this course and at least two peer-reviewed journal articles, design an intervention which specifically matches the skill deficit targeted when you collected the assessments.
- Conduct at least three baseline probes to determine the student's performance BEFORE the intervention.
- Implement the intervention.
- Implement the intervention and continue to collect data to monitor the student's performance during the intervention. You must collect at least five intervention probes.
- Graph the baseline and intervention data.
- Summarize the impact of the intervention, including your reflection and recommendations. Clarity of content is important.
  - Create a one-page handout to share with the class. This should be practically based so that your peers can use the intervention strategy in their own classroom. Examples include graphic organizers, think-aloud scripts, or repeated reading graphs.

- You will work in a small focus group of colleagues to identify common features of research, general findings, strategies that work, and impressions.
- The case study will be submitted electronically with all attachments typed or scanned in.

<b>Case Study Rubric</b>		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Demographic and Background Information <ul style="list-style-type: none"> <li>• Home and school information, physical and language development, emotional/behavioral development, family, social and cultural information</li> </ul>	/5	
Informal Assessments <ul style="list-style-type: none"> <li>• Jennings IRI (Scan in materials as an appendix) (5 points)</li> <li>• Two additional CBA probes (e.g., running records, other, etc.) (2 points)</li> <li>• Fry readability (1 point)</li> </ul>	/10	
Statement of Strengths and Needs of Student <ul style="list-style-type: none"> <li>• Based upon background information and assessments</li> <li>• Include student behaviors</li> </ul>	/3	
Statement of goal based upon identified deficit area.	/1	
Description of intervention <ul style="list-style-type: none"> <li>• Clear and replicable: step by step description of intervention (5 points)</li> <li>• Based upon at least two peer reviewed journal articles, cited (4 points)</li> <li>• Description of student's response to intervention (1 point)</li> </ul>	/10	
Graph of Baseline and Intervention Data <ul style="list-style-type: none"> <li>• At least three baseline probes (1 point)</li> <li>• At least five intervention probes (1 point)</li> <li>• Phase line separates baseline and intervention phase (1 point)</li> </ul>	/3	
Reflection and recommendations	/2	
Writing Style <ul style="list-style-type: none"> <li>• Grammar, spelling and writing mechanics (2 point)</li> <li>• APA format (2 points)</li> </ul>	/4	
One page handout for peers <ul style="list-style-type: none"> <li>• Practical basis (graphic organizer or strategy used, etc.)</li> </ul>	/2	
<b>TOTAL</b>	<b>/40</b>	