



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

Fall 2015

EDSE 503 001: Language Development and Reading
CRN: 72397, 3 - Credits

Instructor: Dr. Sarah Nagro	Meeting Dates: 08/31/15 - 12/21/15
Phone: 716-572-4315	Meeting Day(s): Tuesday
E-Mail: snagro@gmu.edu	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: Tuesdays 2:00 pm – 6:00 pm or by appointment	Meeting Location: Fairfax KH 15

I will check email daily (Monday-Friday) and respond within 24 hours. Please keep this timeline in mind if you have questions about the course or specific assignments.

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

Course Description

In-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills; reading subskills including auditory discrimination and phonemic awareness, decoding and word reading; reading comprehension; and use of technological advances in the teaching of reading. Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Advising Tip

Have you scheduled your RVE test? Students who need RVE for their program are encouraged to take it after completing the EDSE 503 course. Check your program plan or talk with your advisor to find out if you need RVE for your program.

Nature of Course Delivery

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

Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site:
<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.
2. Complete the online field experience registration form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.

- I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- I will arrange my own placement for my field experiences (including observations and/or case studies because my instructor has offered access to a student(s) inside of a school system.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

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. These EBPs are indicated with an asterisk (*) in this syllabus’ schedule. 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.

Learner Outcomes

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

- Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.

- 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.
- 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.
- Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
- 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.
- 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.
- Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Required Textbooks

(1) Jennings, Caldwell & Lerner, *Reading Problems: Assessment & Teaching Strategies*, 7th edition, Pearson, ISBN 9780132837804

(2) Berkeley & Barber, *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms*, 1st edition, Brookes Publishing, ISBN 9781598573060

(3) Fox, *Phonics & Word Study for the Teacher of Reading*, Pearson, 11th edition, ISBN 9780132838092

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be

aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

American Psychological Association, Publication Manual of the American Psychological Association, 6th edition, ISBN 9781433805615

Required Resources

(1) Jennings Informal Inventory (IRI)

A version of the Jennings Informal Inventory (IRI) is at this web site:

<http://www.ablongman.com/jennings5e> as Appendix C. You will need to use an IRI to complete your reading assessment report.

(2) Required Access to Course Blackboard Site

Blackboard (Bb) 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. You will use the site: <http://courses.gmu.edu> and click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select the EDSE 503 course.

Additional Readings

See course schedule for additional assigned readings.

Course Relationships to Program Goals and Professional Organizations

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 in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Learner development and individual learning differences; Standard 3: Curricular Content Knowledge; Standard 4: Assessment; Standard 5: Instructional planning and strategies.

GMU Policies and Resources for Students:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

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

Core Values Commitment

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Attendance is expected for all class sessions. If you are unable to make any class sessions during the semester, please notify me by phone or e-mail before the class session where you will be absent. I will assume if you need to miss class, there is a good reason, but attendance points lost for missed classes cannot be made up. Therefore, missing two or more classes will result in a lowered grade for the course. In the case of all absences, it is the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Assignments that are due during a missed class must be turned in by 7:20 pm on the due date unless otherwise noted in the syllabus.

Participation.

Class participation all class activities are essential to the instructional process. I value student participation, professionalism, promptness, and remaining for the entire class period. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. Frequently missing class time at the beginning or end of class will result in a lower grade.

Professionalism.

Students should follow basic classroom etiquette in regards to respectfully interacting with peers and the professor as well as maintaining a positive learning environment free from external distractions. For example, it is acceptable to bring snacks to class as long as your food does not become a distraction to the professor or fellow students. Additionally, please do not use cellphones, tablets, or laptops during class unless the activities in class require the use of technology. Cell phones and mobile devices should be turned to silent mode or powered off and put away prior to the beginning of class so students can fully participate in class. If you need to have your phone available for an emergency phone call please notify me before class starts and step out of class to answer your phone.

Late Work.

It is expected that students will plan ahead and spread out their work load so that unanticipated events do not result in major delays in meeting course deadlines. A 10% deduction will be taken for each calendar day beyond the 7:20 pm due date including assignments that are turned in after the 7:20 pm (start of class) on the due date unless otherwise noted in the syllabus.

Incomplete Grades.

An I (Incomplete) grade is used when the instructor is not prepared to give a final grade for the course because of some justifiable delay in the student's completion of specific course work. A final grade is submitted to the Records and Registration Office by the instructor after grading the student's completed work, provided it is done within the agreed time frame. In the event that the work is not completed within the agreed time frame and no grade is reported within four weeks after the start of the following semester, a grade of F replaces the I on the student's transcript. Any Student requesting an incomplete must create a contract outlining a plan to complete missing coursework with completion dates, and the contract must be signed by the student and division director before turning the contract into the professor prior to the last class.

Academic Integrity.

The University reserves the right to dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory. College of Education and Human Development students assume an obligation to conduct themselves in a manner appropriate to George Mason University's mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must demonstrate personal integrity and

honesty at all times in completing classroom assignments and examinations, in carrying out their fieldwork or other applied learning activities, and in their interactions with others. Students are obligated to refrain from acts they know or, under the circumstances, have reason to know will impair their integrity or the integrity of the University. Violations of academic integrity and ethical conduct include, but are not limited to cheating, plagiarism, or unapproved multiple submissions of the same work. It is important to distinguish between plagiarism and the legitimate presentation of the work of other through quotations or paraphrasing. You should review the rules for quoting and paraphrasing the work of others that are given in sections 3.34-3.41 of the sixth edition of the APA Publication Manual.

Blackboard Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Informal Reading Assessment & Educational Assessment Report Case Study* 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.

Grading Scale

Assignment	Earned Points	Possible Points
Participation & Professionalism		15
Reading Logs Discussion Posts		10
TTAC Language Modules		5
Phonics Self-Study (Fox)		25
IRIS Modules		5
Fluency Module		5
Spelling Module		5
Mid-Term		20
Reading Case Study		70
Poster Presentation		20
Final Exam		20
Total Course Points		200

Computing Final Course Grades – Divide “earned points” by “possible points” for percentage

A = 95-100%	A - = 90-94%	B+ = 86-89%	B = 80-85%	B- = 77-79%	C = 73-76%	F = > 73%
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Assignments

Performance-based Assessment (Blackboard submission required).

Reading Case Study - The Reading Case Study is the signature assignment 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. This project should be submitted by 7:20 pm on the respective due date.

PLEASE USE A PSEUDONYM FOR YOUR STUDENT TO PROTECT HIS OR HER PRIVACY!

Reading Logs Discussion Posts – You will post brief entries of important information you encountered during your coursework. In each entry you will share a description of a tool, resource, website, article, video, podcast, etc. that you found useful with your colleagues through the Bb discussion thread.

1. Explain what the resource is with a brief summary.
2. Include how the resource can be accessed by providing a link or reference.
3. Suggest scenarios when your classmates might use this resource.

Your entries can include a request to your colleagues for a resource you are looking for or your entries can be a response to someone else's request. Some of the discussion post topics are already selected in the course schedule and some are open for you to choose. Please plan which weeks you will post a new entry. Undergraduate students are required to post five entries. Graduate students are required to post at least ten entries, and at least five of these entries must be recommended resources you found useful throughout this course. You may only post one entry a week so please plan accordingly.

TTAC Language Modules - You will complete a summary sheet of key information presented in the modules. This sheet will be provided for you. **Undergraduate students are required to complete Modules 1 and 2. Graduate students are required to complete Modules 1, 2, and 3.**

IRIS Modules - You will complete online modules from the IRIS Center at Vanderbilt University and write a short response. You will choose your modules related to the focus of this course and your student's needs. The instructor will provide three possible modules (but you may choose other modules from the IRIS website with the instructor's pre-approval).

Fluency Module - You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

Spelling Module - You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit**

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

Performance-based Common Assignments (No Blackboard submission required).

Phonics Self-Study - In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. **Plan to turn in the Fox text at the beginning of the class session on the due date** (you will receive the book back at the end of class). **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

Mid-Term - The midterm exam will include multiple-choice and application items that cover the course content and information from the Fox phonics self-study.

Final Exam - The final exams will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled off of the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at: <http://www.ets.org/s/praxis/pdf/5306.pdf>

Poster Presentation - For your final presentation, you will choose an evidence based teaching method to review and present in class. The teaching method must be approved by the instructor and should be based on one of the instructional needs identified for the student assessed during your case study assignment in one of the following areas:

1. Oral language development
2. Reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension)
3. Writing development (spelling or composition).

The following are required for the assignment:

1. Adequate preparation for the poster presentation.
2. Provision of a one-page handout (brochure) to each colleague and the professor.
3. Incorporation of a clear link between the identified needs of the student assessed in the case study assignment and the proposed instructional method.

Your poster and handout should include the following information:

- A description of the evidence based practice
- How does it work?
- What are the steps to implementation?
- The purpose of the evidence based practice
- What is the evidence based practice supposed to help students do better?
- Who benefits from the evidence based practice

- What type of student does it help? Give examples.
- How easy is the evidence based practice to implement
- What type of preparation is needed?
- The effectiveness of the practice
- What is the research support?

Additional directions and grading rubric for this assignment will be provided by the professor.

Other Assignments.

Schedule

Date	Topics to Cover	Readings	Assignments
Session 1 – 9/1	<ul style="list-style-type: none"> • Introductions • Course Overview • Understanding Evidence-Based Practices (IRIS) 		Fox Pre-test
Session 2 – 9/8	<ul style="list-style-type: none"> • The effects of high incidence disabilities on student learning in reading • Populations at Risk for Reading Problems • Oral Language Development 	<p>Read</p> <ol style="list-style-type: none"> 1. Berkeley: Chapter 1 2. Jennings: Chapter 2 <p>Watch</p> <ol style="list-style-type: none"> 1. Blackboard: Oral Language Modules 	*Reading Log Discussion Posts need to be penciled into your schedule
Session* 3 – 9/15	<ul style="list-style-type: none"> • An Introduction to Systematic, Explicit Reading Instruction • Whole Group Student Engagement Strategies 	<p>Read</p> <ol style="list-style-type: none"> 1. Berkeley: Chapter 2 2. Jennings: Chapter 1 	Oral Language Module Responses
Session 4 – 9/22	<ul style="list-style-type: none"> • Early Literacy • *Scaffolding Learning <p>Review Case Study Assignment -Obtaining background information</p>	<p>Read</p> <ol style="list-style-type: none"> 1. Jennings: Chapter 3 2. Jennings: Chapter 7 	Early Literacy Reading Log Discussion Post – Peer-reviewed journal articles are valuable and timely sources of language and reading development information. It is imperative that students become familiar with using professional journals in the fields of reading and special education to inform their professional practice. Each student is asked to independently read and post about one article on this week's topic from either <i>Teaching Exceptional Children (TEC)</i> , <i>Intervention in School and Clinic</i> , or <i>The Reading Teacher</i> .
Session 5 – 9/29	<ul style="list-style-type: none"> • Stages of Word Recognition • *Instructional Supports for Struggling Readers 	<p>Read</p> <ol style="list-style-type: none"> 1. Jennings: Chapter 6 2. Jennings: Chapter 8 <p>Watch</p> <ol style="list-style-type: none"> 1. Reading Rockets Podcast 	

Session 6 – 10/6	<ul style="list-style-type: none"> • Using an Informal Reading Inventory (IRI) • Formative Assessments 	Read 1. Jennings: Chapter 4 2. Jennings: Chapter 5 3. Cornelius, K. E. (2014). Formative assessment made easy: Templates for collecting daily data in inclusive classrooms. <i>Teaching Exceptional Children</i> , 47(2), 112-118. doi: 10.1177/0040059914553204	Formative Assessment Reading Log Discussion Post – Post a link to a video of a teacher demonstrating an example of formative assessment during reading instruction. Go to https://www.teachingchannel.org/ to find a video and describe it in your post.
Session 7 – 10/13	No Class Columbus Day Observed	(Study for Mid-Term)	
Session 8 – 10/20	Mid-Term <ul style="list-style-type: none"> • Reading Fluency 	Read 1. Jennings: Chapter 9 2. Berkeley: Chapter 5	Vocabulary Instruction Reading Log Discussion Post – Review the summary of research on vocabulary instruction from the National Reading Panel and post on something useful you found that is worth sharing http://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf
Session 9 – 10/27	<ul style="list-style-type: none"> • Vocabulary Instruction • *Content Acquisition Podcasts (CAPs) 	Read 1. Berkeley: Chapter 3 2. Jennings: Chapter 10	Vocabulary Instruction Reading Log Discussion Post – Review the summary of research on vocabulary instruction from the National Reading Panel and post on something useful you found that is worth sharing http://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf
Session 10 – 11/3	No Face-to-Face Class Workshop Class	Please Complete the Independent Activity	IRIS Modules via Blackboard by Sunday 11/8 11:59 pm Undergraduate students are required to complete <u>1</u> module, graduate students are required to complete <u>2</u> modules.
Session 11 – 11/10	<ul style="list-style-type: none"> • Writing • Motivation • Student Choice 	Read 1. Jennings: Chapter 13 2. Berkeley: Chapter 8	

Session 12 – 11/17	<ul style="list-style-type: none"> • Literacy for Diverse Populations • *Linking Reading to Daily Life 	Read 1. Jennings: Chapter 14 2. Berkeley: Chapter 4	
Session 13 – 11/24	<ul style="list-style-type: none"> • Comprehension • Spelling Debate • Applying what we have learned to a class scenario 	Read 1. Jennings: Chapter 11 2. Jennings: Chapter 12	Spelling Module
Session 14 – 12/1	<ul style="list-style-type: none"> • Review using Poll Everywhere • Q &A • Peer Editing 		Case Study Draft *Reading Log Discussion posts must be completed
Session 15 – 12/8	Presentations		Presentations Case Study Report
Session 16 – 12/15	Final Exam	Study ☺	

Appendix

Reading Case Study	Earned Points	Points Possible
<p>Student Background</p> <ul style="list-style-type: none"> • Collect demographic and background information significant to reading, writing, and language development. <ul style="list-style-type: none"> ○ Information obtained should be appropriate based on your relationship with the student (for example, if you are working with a student in your own classroom, it would be appropriate for you to access the student’s school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records). 		5
<p>Oral Language Development</p> <ul style="list-style-type: none"> • Consider how the student’s expressive and receptive language (both oral and written) may be impacting the student’s performance in reading and/or writing (including spelling). <ul style="list-style-type: none"> ○ This information can be obtained when gathering student background information, from observations while testing, and from the test results. 		5
<p>Reading and Writing Development</p> <ul style="list-style-type: none"> • Correctly administer and accurately score the results of the following assessments: <ul style="list-style-type: none"> ○ An informal reading inventory (IRI) (download from www.ablongman.com/jennings5e), ○ A spelling assessment, ○ <i>At least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). <ul style="list-style-type: none"> ▪ For example, if a student’s decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by 		40

<p>collecting and evaluating a writing sample using a rubric.</p> <ul style="list-style-type: none"> • Analyze the results and present the findings in an educational report that: <ul style="list-style-type: none"> ○ Provides a general description of each assessment including what kind of information can be obtained from the assessment ○ Presents the results of each assessment including: <ul style="list-style-type: none"> ▪ A reporting of the results for each assessment (a table is often helpful here), ▪ An indication of whether this area of reading/writing is an area of concern; and ▪ A narrative error analysis of student strengths and weaknesses on the assessment given <p>All completed assessment protocols must be attached to the final report 503 Requirement: To earn full points, 503 students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.</p>		
<p>Summary</p> <ul style="list-style-type: none"> • Statement of <i>overall</i> strengths and needs of student • This should be based upon student background information and findings from assessments (including relevant student behavior) 		4
<p>Recommendations</p> <ul style="list-style-type: none"> • Make recommendations for literacy instruction based on areas of weakness identified from your assessments • Classroom recommendations should be evidence-based and grade/age appropriate • Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child) • Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child’s IEP team to consider • Make recommendations for reinforcement practice at home that a parent would realistically be able to implement. <p>503 Requirement: To earn full points, 503 student recommendations must include evidence based practice(s) with sufficient detail to be beneficial to an educator reading the report.</p>		12

Style <ul style="list-style-type: none">• Professional report format that targets multiple audiences: parents, teachers, and other educational professionals• Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)		4
TOTAL POINTS		70