

The University of Texas at El Paso
RED 4341 Assessment and Teaching of Literacy (CRN: 11391)
FALL 2019

Note: Subject to Change

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Mondays, 9:00 AM-11:50 PM
Location: EDUC Building, Room 312
Aug 26 – Dec 2, 2019
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Course description:

Assessment in the Teaching of Literacy (3-0-2) Standardized and informal materials and techniques for diagnosing strengths and weaknesses of individuals and groups, techniques and materials for building specific reading abilities, and methods of individualizing instruction and grouping. Identification and reading strategies for dealing with dyslexia and other reading disorders. Restricted to minor: ALTC. Prerequisites: ECED 3335, or BED 3345, or RED 3335, or RED 3340, each with a grade of "C" or better, admission to Teacher Education and department approval. Field experience required.

Course objectives:

This course provides an overview of assessment of and for literacy learning, with an emphasis on identifying and correcting reading and writing difficulties at various stages of literacy development. Participants will learn about the ways in which children develop as readers and writers at the emergent, beginning, transitional, intermediate, and advanced stages of literacy development. The course will provide numerous opportunities to connect theories of reading and writing with both the State Board of Education Certification (SBEC) standards and the Texas Essential Knowledge and Skills for English Language Arts & Reading (TEKS ELA & R/Elementary). You will use formal and informal assessments to analyze students' literacy development and plan standards based (TEKS) reading and writing instruction. This core course incorporates the following State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Understands basic principles of assessment and plans instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs (SBEC, Standard 10; PPR I, Competency 1).
- Understands literacy development and designs literacy assessments & experiences that are responsive to differences among students and that promote all students' learning (SBEC, Standard 4; PPR I, Competency 2).
- Designs effective and coherent instruction and assessment based on appropriate learning goals and objectives (PPR I, Competency 3).
- Plans effective, engaging instruction and appropriate assessments (PPR I, Competency 4).
- Applies principles and strategies for communicating effectively in varied teaching and learning contexts and promotes inquiry skills as tools for learning (SBEC, Standard 11; PPR I, III; Technology Applications I-V, Competency 7).
- Monitors student performance and achievement; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students (PPR I, III; Technology Applications I-V, Competency 10)

Student learning outcomes:

Upon completion of this course, students will:

- 1) Know the importance of oral language, discern the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills (SBEC Language Arts & Reading EC-6, Standard 1; TEKS ELA & R, K-5th Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Discussion, & Thinking—Oral Language*).
- 2) Analyze phonological and phonemic awareness literacy assessment data & plan differentiated lessons to help young students develop this awareness and its relationship to written language (SBEC Language Arts & Reading EC-6, Standard 2; TEKS ELA & R, K-2nd Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Phonological Awareness*).
- 3) Articulate the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways (SBEC Language Arts & Reading EC-6, Standard 3; TEKS ELAR K Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Print Awareness & Spelling Knowledge*).
- 4) Compare and contrast how literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy (SBEC Language Arts & Reading EC-6, Standard 4; TEKS ELA & R, K-5th, Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Beginning Reading & Writing*).
- 5) Analyze phonics, vocabulary, & spelling literacy assessment data and plan differentiated literacy lessons for students to improve word analysis, spelling and decoding abilities (SBEC Language Arts & Reading EC-6, Standard 5; TEKS ELA & R, K-5th Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Beginning Reading & Writing—Phonetic Knowledge, Spelling Knowledge, & Vocabulary*).
- 6) Analyze oral reading (fluency) assessment data and plan differentiated lessons to improve students' reading fluency (SBEC Language Arts & Reading EC-6, Standard 6; TEKS ELA & R, 1st-5th: Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Fluency*).
- 7) Analyze comprehension literacy assessment data and plan differentiated vocabulary & comprehension lessons to improve students' reading comprehension (SBEC Language Arts & Reading EC-6, Standard 7; TEKS ELA & R, K-5th *Comprehension Skills, Response Skills, Multiple Genres: Literary Elements & Genres, & Author's Purpose & Craft*).
- 8) Understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication and writing conventions (SBEC Language Arts & Reading EC-6, Standards 8 & 9; TEKS ELA & R, K-5th: *Composition—Writing Process & Genres*).
- 9) Identify the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students (SBEC Language Arts & Reading EC-6, Standard 10; TEKS ELA & R, K-5th Developing &

Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Beginning Reading & Writing, Vocabulary, Fluency, Comprehension Skills, Response Skills, & Composition*).

- 10) Value the importance of study & inquiry skills as tools for learning and promote students' development in interpreting, analyzing, and evaluating media literacies (SBEC Language Arts & Reading EC-6, Standards 11 & 12; TEKS ELA & R, K-5th Inquiry & Research).

Required textbooks:

Cockrum, W.A., and Shanker, J.L. (2012). *Locating and correcting reading difficulties, Tenth edition*. Boston, MA: Pearson Education, Inc., ISBN: 10:0-13-292910-4. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

Recommended textbooks:

Helman, L., Bear, D. R., Templeton, S., Invernizzi, M. & Johnston, F. (2012). *Words their way with English learners: Word study for phonics, vocabulary, and spelling*, Pearson. ISBN: 10 013611902-6

Required readings & websites (in addition to textbook chapters):

Chapter 110. Texas Essential Knowledge & Skills for English Language Arts & Reading, Subchapter A. Elementary (**September 2017 Update**) Available <https://tea.texas.gov/curriculum/teks/>.

English Language Arts TEKS Side by Side, Lead4ward.

Harvey, S. & Goudvis, A. (2007). Tools for active literacy: The nuts & bolts of comprehension Instruction, in *Strategies That Work: Teaching Comprehension for Understanding & Engagement*, (pp. 44-52). Portland, ME: Stenhouse Publishers.

McKenna, M. and Dougherty-Stahl, K. (2009). General concepts of assessment. In *Assessment for Reading Instruction, 2nd Edition* (pp. 24-40). New York, NY: Guilford Press.

Response to Intervention (RTI) WebQuest:
<http://questgarden.com/46/14/0/080901151317/>.
Sandra Mettler, Fitch Middle School.

Graves, M, Juel, C., Graves, B., & Dewitz, P. (2010). Learning to read English as a second Language in the United States. In *Teaching reading in the 21st century: Motivating all learners* (pp. 407-437). Boston, MA: Pearson.

Kelly, M. & Clausen-Grace, N. (2007). Introducing the metacognitive teaching framework.

In Comprehension shouldn't be silent: From strategy instruction to student independence. (pp. 3-20). Newark, DE: International Reading Association.

Reutzel, R. & Cooter, R. (2011). Running records. In *Strategies for Reading Assessment & Instruction: Helping Every Child Succeed*, (pp. 15-26). New York: Pearson.

How to Take Running Records (2002) (adapted from Alphakids Assessment Kit Teacher's Guide), Scholastic Canada Ltd.

Fuchs, D., Fuchs, L., & Vaughn, S. (2014). What is intensive instruction and why is it important? *Teaching Exceptional Children*, 46(13), pp. 13-18. SAGE Publications: Council for Exceptional Children.

Texas English Language Proficiency Standards (ELPS).
Texas Education Agency (2014-2015) Making the ELPS-TELPAS Connection, Grades K-12.

Gainer, J., Valdez-Gainer, N., & Kinard, T. (2009). The elementary bubble project: Exploring critical media literacy in a fourth-grade classroom. *The Reading Teacher*, 62(8), pp. 674-683. Newark, DE: International Reading Association.

Fountas, I. & Pinnell, G.S. (2001). Exploring the writer's terrain: Writer talks, writer's notebooks and investigations. In *Guiding Readers & Writers Grades 3-6: Teaching Comprehension, Genre, & Content Literacy* (pp.423-439). Portsmouth, NH: Heinemann.

Additional Recommended Resources:

"El Inventario de Lectura en Español de Tejas" (Tejas LEE)-- <http://www.tejaslee.org/>
STAAR--<http://www.tea.state.tx.us/student.assessment/staar/>

Assignments:

Assessment, Data Analysis, Research-based Recommendations, and TEKS-based Goal Reports (5 points each, Total of 30 points)

This course is designed to give students experience with assessments, data analysis and based on the evidence recommend research-based instruction and a goal that is tied to the TEKS. The assessments are segmented into 6 categories of literacy that are vital to student development and are as follows: Phonics, and/or Structural Analysis, Elementary Spelling Inventory, Vocabulary, Fluency, Comprehension and Writing skills.

To complete these assignments, students will choose a 1st – 5th grade student, who may be struggling in reading. This student may be a family member, neighbor, or someone you have worked with before. Please choose a student that you know will be available to be assessed in all 6 categories of literacy. This must be done early in the semester as each assignment will be due over the course of the semester.

As you assess your student and analyze the results, you will look for pattern across literacy categories. This will assist you in determining the final recommendations that you make for your student in the Case Study Presentation.

Putting it all Together: Case Study (5 points)

You will put together all of your finding, recommendations and goals for your student into one final report to present to class. This presentation can be a Powerpoint, Prezi, pdf file, or word document that can be uploaded to the computer. The case study will include all of your assessment results, your analysis of each assessment, recommendations for each assessment, TEKS-based goals. Additionally, you will include a short description of your student, for example, age, grade level, any information that give us a picture of your student academic history; and you will include the Reading Motivation Survey results for your student. Do not stress, this assignment will be completed over the course of the semester and you will have support for each step of the way.

Lesson Plan & Demonstration (10 points)

You will design a lesson plan (template to be provided on Blackboard) based on the Assessment, Data Analysis, Research-based Recommendation(s) and TEKS-based Goals for one 1 of the six categories of literacy that you have assessed. This is a ‘what’s next’ lesson plan focusing on the student that you assessed. You will inform your audience the specific skill you are teaching and the TEKS tied to that skill. You will sign up for a day/time slot to teach your lesson to our class.

Reflection on the Assessments Process (10 points)

Once you have completed administering all of the assessments, you will write a reflection about your experience. This reflection will include what you felt went well and what you would change in the future as you assess your students. You will also discuss the strengths and challenges you see in the assessment process, the assessments themselves, and what you have learning about assessments and assessing students.

Data Analysis Practice (5 points each)

You will have two opportunities to analyze data as a class activity. We will learn how to assess using the Elementary Spelling Inventory and Fluency data from a whole class. These assignments are designed to strengthen your data analysis skills and learn how to group students to reach all student needs. These assignments will take place on **09/16/19** and **10/7/19**. If you are not in class for these in class activities, you will not have another opportunity to make up the assignment points.

Quizzes (10 points)

All assigned readings must be completed before each class session. The readings will form the basis of quizzes, class discussions, and activities. In a community of learners, participation in class discussions and collaborative group work is key to your success as learners. I encourage you to ask questions and actively engage in class discussions and tasks. There will be a quiz at the end of ten classes and each completed quiz will count one point each. For homework readings, you are given a list of questions in the syllabus to think about during reading. Use these questions (located in the course schedule of the syllabus)

to guide your reading of the chapter and prepare written answers to the questions. I will not collect the written responses; however, you can refer to your written answers in class during discussions and quizzes at the end of each class.

Midterm (15 points)

There will be a mid-term exam in this course. The exam will be comprehensive, covering readings and class content up to the week before the exam.

Class Participation (10 points)

Your participation grade will be based on your adherence to the following expectations:

- Complete all readings before class and be prepared to apply, discuss, write about, and raise questions about what you read. Use the guiding questions in the course calendar to focus your reading.
- Bring the textbook and weekly assigned readings to each class.
- Stay mindful of whether you need to “step up” (speak up) or “step back” (listen) during classroom discussions.
- Engage with peers in providing feedback to their literacy area lesson demonstration.

If participation standards are not being met, you will be asked to meet with me and make a plan to address points for improvement.

Assessment of Student Learning Outcomes:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Phonics or Structural Analysis Assessment, Data Analysis, Research-based Recommendations, and TEKS-based Goal	9/23/19	5 points	Learning Outcomes #1, 2, 4, 5, 9 & 10
Elementary Spelling Inventory (ESI) Assessment, Data Analysis, and Research-based Recommendations, and TEKS-based Goal	9/30/19	5 points	Learning Outcomes # 1, 2, 4, 5, 9 & 10
Vocabulary Assessment, Data Analysis, and Research-based Recommendations, and TEKS-based Goal	10/7/19	5 points	Learning Outcome #1, 4, 5, 9 & 10
Fluency Assessment, Data Analysis, and Research-based Recommendations, and TEKS-based Goal	10/14/19	5 points	Learning Outcomes # 1,4, 6, 9 & 10
Comprehension Assessment, Data Analysis, and Research-based Recommendations, and TEKS-based Goal	10/28/19	5 points	Learning Outcomes # 1,4, 7, 9 & 10
Writing Assessment, Data Analysis, and Research-based	11/4/19	5 points	Learning Outcomes # 1,4, 8, 9 & 10

Recommendations, and TEKS-based Goal			
Putting it all together: Case Study	11/11/19	5 points	Learning Outcomes #1-10
Lesson Plan based on finding for 1 of the assessed literacy areas	11/18/19	10 points	Learning Outcomes #1-10
Data Analysis: Elementary Spelling Inventory	9/23/19	5 points	Learning Outcomes #1-10
Data Analysis: Fluency and Miscue patterns	10/7/19	5 points	Learning Outcomes #1-10
Quizzes	Ongoing	10 points	Learning Outcomes #1-10
Participation	Ongoing	10 points	Learning Outcomes #1-10
Midterm Exam	Midterm- 10/21/19	15 points	Learning Outcomes #1-10
Final Reflection	Final 12/9/19	10 points	Learning Outcomes #1-10

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

Attendance Policy:

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than **one day** of class as excessive. **Two times late for class (tardy) will count as one unexcused absence. After two absences, the student may be dropped for lack of attendance.** If you miss one day of class, contact me immediately via email at degolding@utep.edu.

Equal Education Opportunity

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu <<mailto:eoaa@utep.edu>>.

Disability Policy:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (CASS) on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS)–<http://sa.utep.edu/cass/>. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Standards of Academic Integrity:

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Grading Rubric for Each Literacy Assessment, Analysis and Recommendations & Goals (5 points each x 6)

Criteria	Possible Points	Meets Standards	Approaching Standards	Does Not Meet Standards
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Description of Literacy Assessment	2	Includes all raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	Includes some raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	Does not include raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.
Literacy Assessment Artifact	1.5	Includes complete examiner's copy & student results/sample of administered literacy assessment.	Includes some examiner's copy & student results/sample of the administered literacy assessment.	Assignment does not include examiner's copy and/or student results/sample for administered literacy assessment.
Analysis of assessment results	2	Accurate and appropriate analyses of results for assessment & includes complete explanation of how the scores were interpreted.	Accurate and appropriate analyses of results for assessment & includes some explanations of how the scores were interpreted.	Inaccurate analyses of results for assessment & does not include explanations of how the scores were interpreted.
1-2 research-based recommendations	2	Based on the results of literacy assessment, includes an accurate and appropriate summary of 1-2 research-based instructional recommendations tailored to literacy intervention or enrichment.	Based on the results of literacy assessment, includes a somewhat accurate and appropriate summary of 1 research-based instructional recommendations tailored to literacy intervention or enrichment.	Does not include a summary of a research-based instructional recommendations. No evidence of literacy intervention or enrichment instructional recommendations.
1-2 Goals that are linked to appropriate TEKS	2	1-2 accurate and appropriate goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	Somewhat accurate and appropriate goal for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	Goal not included for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.
Writing is professional, understandable, APA format, and free of significant errors.	1.5	Writing is clear, well organized & free of significant errors.	Writing is clear, organized & mostly free of significant errors.	Writing is unclear, disorganized & there are significant errors.
TOTAL	10			

Grading Rubric: Literacy Case Study Report (5 points)

Criteria	Possible Points	Meets Standards	Approaching Standards	Does Not Meet Standards
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Introduction of Student	.25	Clear description of diagnostic subject with information about grade, family, literacy interests & academic progress.	Clear description of diagnostic subject with some information about grade, family, literacy interests & academic progress.	Unclear description of diagnostic subject & no information about grade, family, literacy interests & academic progress.
Description of Literacy Assessments	.25	Includes all raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	Includes some raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	Does not include raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.
Literacy Assessment Analysis	1	Accurate and appropriate analyses of results for assessment & includes complete explanation of how the scores were interpreted.	Accurate and appropriate analyses of results for assessment & includes some explanations of how the scores were interpreted.	Inaccurate analyses of results for assessment & does not include explanations of how the scores were interpreted.
Grade level of the student's independent, instructional, & frustration reading levels	1	Accurate and complete summary of the grade level of the student's independent, instructional, & frustration reading levels, based on analysis of miscues on the oral reading passages administered.	Accurate but incomplete summary of the grade level of the student's independent, instructional, & frustration reading levels based on analysis of miscues on the oral reading passages administered.	Inaccurate and incomplete summary of the grade level of the student's independent, instructional, & frustration reading levels based on analysis of miscues on the oral reading passages administered.
5-6 research-based recommendations	1	Based on the results of literacy assessment, includes an accurate and appropriate summary of 5-6 research-based instructional recommendations tailored to literacy intervention or enrichment.	Based on the results of literacy assessment, includes an accurate and appropriate summary of 2-4 research-based instructional recommendations tailored to literacy intervention or enrichment.	Does not include a summary of a few research-based instructional recommendations. No evidence of literacy intervention or enrichment instructional recommendations.
3-5 Goals that are linked to appropriate TEKS	1	3-5 accurate and appropriate goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	Less than 3 accurate and appropriate goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	No goals are included for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.
Literacy Assessment Artifact	.25	Includes complete examiner's copy & student	Includes some examiner's copy & student	Assignment does not include examiner's copy and/or student

		results/sample of administered literacy assessment.	results/sample of the administered literacy assessment.	results/sample for administered literacy assessment.
Writing is professional, understandable, APA format, and free of significant errors.	.25	Writing is clear, well organized & free of significant errors.	Writing is clear, organized & mostly free of significant errors.	Writing is unclear, disorganized & there are significant errors.
Total	5 pts			

Grading Rubric: Lesson Plan

Criteria	Possible Pts	Meets Standards	Approaching Standards	Does Not Meet Standards
Objective of the lesson. Objectives are the skills, knowledge and understandings that you want your students to achieve as a result of the lesson's activities. They should be specific and measurable. Correlate each objective to the appropriate TEKS and include at least one language objective correlated to the ELPS. List number and text of each standard.	2	Objective is specific and measurable. Appropriate TEKS used, listing number and text, and includes at least one language objective.	Objective is somewhat specific and measurable. Appropriate TEKS used; however, the listing number and text is not included, and includes at least one language objective.	Objective is not specific and measurable. TEKS are not included and language objective is not included.
Planning to Support Student Learning Needs. (EdTPA requirement: How do you plan to support groups of students with differentiated needs to help them develop understanding? What modifications are required by IEP or 504 plans?) For this part of the rubric, you will describe the skill that you are teaching and how you choose this skill.	1	Knowledge of student clearly informs the teaching and learning of this lesson plan.	Knowledge of student somewhat informs the teaching and learning of this lesson plan.	Knowledge of student does not inform the teaching and learning of this lesson plan.
Knowledge of Student to Inform Teaching and Learning. How will you use the knowledge of your student to justify instructional plans? Take into consideration their literacy needs, background knowledge, and how culture, family, and community impact your planning.	1	Knowledge of student clearly informs the teaching and learning of this lesson plan.	Knowledge of student somewhat informs the teaching and learning of this lesson plan.	Knowledge of student does not inform the teaching and learning of this lesson plan.
Materials, Resources, Instructional Strategies. What will you use to teach this	2	Materials, resources and instructional strategies align with	Materials, resources and instructional strategies somewhat	Materials, resources and instructional

lesson? Include texts, primary documents, materials, technology, etc. Declare the instructional method(s), and flexible means of engagement to be observed in this lesson.		the lesson objective and student needs.	align with the lesson objective and student needs.	strategies do not align with the lesson objective and student needs.
Procedures. Clearly state both what you are doing and what you anticipate students will be doing. What are the learning tasks? The lesson should be specific regarding introduction, developmentally appropriate procedure, and closure. The activities should follow a logical sequence and support the lesson's objectives.	2	Procedures are clearly stated.	Procedures are somewhat clearly stated.	Procedures are not clearly stated.
Identifying and Supporting Academic Language. Identify necessary vocabulary and/or symbols. Identify at least one additional language demand (e.g. Language function, syntax, and discourse). How will you target support for these language demands?	1	Academic language is clearly identified and supported.	Academic language is somewhat identified and supported.	Academic language is not identified and supported.
Assessment to Monitor and Support Student Learning. How are the informal and formal assessments selected and designed to monitor student understanding of each objective? The assessments should provide multiple forms of evidence and flexible methods of expression.	1	Assessment to monitor and support student learning is clearly evident.	Assessment to monitor and support student learning is somewhat evident.	Assessment to monitor and support student learning is not evident.
TOTAL	10			

Grading Rubric: Elementary Spelling Inventory (ESI) Data Analysis (In Class Assignment)

Criteria	Possible Points	Points Earned
ESI Whole Class Summary: Clearly analyzes, describes, groups students according to the same the orthographic spelling stage: <i>Letter-Name Alphabetic Stage, Within-Word Pattern Stage, and Syllables & Affixes</i> spelling stages.	1.5	
ESI Whole Class Summary: Clear description patterns of phonics feature learning for each spelling group by listing the phonics feature substitutions that the students in the group need to learn.	1.5	
Reflection: Well developed ideas surrounding the data analysis experience and includes pros and cons of the assessment and process.	2	

Grading Rubric: 3rd Grade Oral Reading Passage Data Analysis (In Class Assignment)

Criteria	Possible Points	Points Earned
Whole Class Summary: Clearly analyzes & describes students' instructional reading level oral reading accuracy rates on the expository and narrative oral reading passage.	1.5	
Whole Class Summary: Clear miscue analysis and description of patterns of learning for use of the three cuing strategies: <i>meaning (semantic cues); syntax (structure cues); and visual (graphophonic cues)</i> .	1.5	
Reflection: Well developed ideas surrounding the data analysis experience and includes pros and cons of the assessment and process.	2	

Grading Rubric: Participation

Criteria	Possible Points	Points Earned
Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned. Initiates discussion and supports points using page-specific references to readings or other materials. Further the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material.	10	

Grading Rubric: Reflection Paper

Criteria	Possible Pts	Meets Standards	Approaching Standards	Does Not Meet Standards
Reflective Thinking	5	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	The reflection does not address the student's thinking and/or learning.
Analysis	2	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.
Making Connections	2	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences.
Writing is professional, understandable, APA format, and free of significant errors.	1	Writing is clear, well organized & free of significant errors.	Writing is clear, organized & mostly free of significant errors.	Writing is unclear, disorganized & there are significant errors.
TOTAL	10			