



School of Education
Master of Science in Education
Course Requirements/Syllabus

Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number EDAM 5060		Course Title Foundations of Language and Literacy Acquisition	
Section/Semester	Location Online	Meeting Times	

Instructor/Facilitator Contact Information

Instructor/Facilitator Name		Office Hours (if applicable)	
Phone Number	E-mail	Best time(s) to be contacted	

Course Description from Graduate Bulletin:

This course focuses on using research-based strategies to develop vocabulary and comprehension in all learners. Learners will be introduced to the vocabulary-comprehension connection and how recognizing genre and literary and informational elements of text improves comprehension. During this course, the learner will practice implementing and evaluating text comprehension instruction.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx>. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Academic Integrity Policy

All learners must sign and submit the policy form to your facilitator as soon as possible. The form can be downloaded from the Course Materials screen.

Important Note about Assessment Document File Sizes

It is highly recommended that you reduce the file size of assessment documents before you upload them into the course, if they include photos or scans of lesson handouts. Each student is allocated 2MB of document space per course. Once you max out the space you won’t be able to upload any more documents in the course and will have to use Dropbox to submit the documents to your facilitator instead. Anything you submit through Dropbox must also be emailed to the National Institute’s Admissions Representative to keep on file. You can send the documents to your facilitator and the Admissions Representative while in Dropbox. Instructions for using Dropbox and compressing file sizes are located at the end of this document

Required Textbook(s) & Readings:

Textbook(s) & Readings

- Tompkins, G. (2016). *Literacy for the 21st Century: A balanced approach* (7th ed.) REVEL. Boston, MA: Pearson.
- Alexander, P.A., & Fox, E. (2013). A historical perspective on reading research and practice, redux. In D.E. Alvermann, R.B. Ruddell, & N.J. Unrau (Eds.), *Theoretical models and processes of reading* (6th ed.) (pp. 3-46). Newark, DE: International Reading Association.

** The reading, A Historical Perspective on Reading Research and Practice, Redux, may be purchased and downloaded online from the International Literacy Association website at <http://www.literacyworldwide.org/get-resources/books/710>. Scroll down to the Table of Contents section, click on the plus sign, then click on the chapter title, *A Historical Perspective on Reading Research and Practice, Redux*. Click the **Buy Chapter** button to make your purchase.

*Note: The text, *Literacy for the 21st Century*, is also required for other courses in this program. After completing this course, learners should keep this text.

Additional Required Course Readings

Additional readings are required and are available from the Wilkes Online Library or printed from the course. Prior to beginning Unit 2, you will want to access and download the readings that are retrieved from the library. It is recommended that you create a folder on your computer to store these documents. You may want to download and save the readings now but not print them until later. Some of the readings are lengthy and you may not be required to read the full document. However, it is your decision whether to print them at this time. **If you have difficulty retrieving a document from the Wilkes online library, please contact your facilitator as soon as possible for other arrangements.**

To retrieve articles from the Wilkes Online Library:

1. Use your Wilkes login information to access the Wilkes Online Library at <https://live.wilkes.edu/>
(**Note:** If you are unaware of your login, contact the Wilkes University 24/7 helpdesk at 866-264-1462.)
2. Under the Wilkes Library section, enter the article title in the **Search Summon** field then click **Search**.

List of Readings to be Retrieved from Wilkes Online Library

- Conradi, K. (2014). Tapping technology's potential to motivate readers. *Phi Delta Kappan*, 96(3), 54-57.
- Cutting, L. E., Materek, A., Carolyn A. S. Cole, Levine, T. M., & Mahone, E. M. (2009). Effects of fluency, oral language, and executive function on reading comprehension performance. *Annals of Dyslexia*, 59(1), 34-54.
- Elias, M. J. (2004). The connection between social-emotional learning and learning disabilities: Implications for intervention. *Learning Disability Quarterly*, 27(1), 53-63.
- Elksnin, L. K., & Elksnin, N. (2004). The social-emotional side of learning disabilities. *Learning Disability Quarterly*, 27(1), 3-8.
- Gartland, D., & Strosnider, R. (2007). Learning disabilities and young children: Identification and intervention. *Learning Disability Quarterly*, 30(1), 63-72.
- Kim, J. S. (2008). Research and the reading wars. *The Phi Delta Kappan*, 89(5), 372-375
- Reutzell, D. R., & Clark, S. (2011). Organizing literacy classrooms for effective instruction: A survival guide. *The Reading Teacher*, 65(2), 96-109.
- Richards, H. V., Brown, A. F., & Forde, T. B. (2007). Addressing diversity in schools: Culturally responsive pedagogy. *Teaching Exceptional Children*, 39(3), 64-68.

- Roskos, K., & Neuman, S. B. (2011). The classroom environment: First, last, and always. *The Reading Teacher*, 65(2), 110-114.
- Sayeski, K. L., & Brown, M. R. (2014). Developing a classroom management plan using a tiered approach. *Teaching Exceptional Children*, 47(2), 119-127.

Required Reference:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Websites:

The Pennsylvania Department of Education Standards-Aligned System Website
<http://www.pdesas.org/>

International Literacy Association
www.literacyworldwide.org

Course Pre-requisites:

None

Important Note about Assessment Document File Sizes

It is highly recommended that you reduce the file size of assessment documents before you upload them into the course, if they include photos or scans of lesson handouts. Each student is allocated 2MB of document space per course. Once you max out the space you won't be able to upload any more documents in the course and will have to use Dropbox to submit the documents to your facilitator instead. Anything you submit through Dropbox must also be emailed to the National Institute's Admissions Representative to keep on file. You can send the documents to your facilitator and the Admissions Representative through Dropbox. Instructions for using Dropbox and compressing file sizes are located at the end of this document.

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.

5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes

Reading Specialist Program Outcomes (RSPO)

1. The student will demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including: historical perspectives, methodologies, systems of language, and theories of language and reading acquisition and development.
2. The student will promote literacy at all levels and across all content areas through the selection of classic and contemporary literature, textbooks, and curriculum materials that are appropriate for various age levels and mediums.
3. The student will create and manage a safe physical environment that fosters growth in all aspects of literacy and communicates high expectations for all learners.
4. The student will plan, implement, and adapt instruction in collaboration with other professionals using effective teaching strategies, curriculum resources, and technologies that address the diverse needs of learners at a variety of instructional levels.
5. The student will select, develop, administer, and record a variety of assessments that provide for multiple indicators of students' progress.
6. The student will demonstrate knowledge and competencies that foster professionalism in school and community settings.

Student Learning Objectives & Evidence of Student Learning

Student Learning Objectives The students will:	Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments ~	ISLO SELO GEPO RSPO	PDE Certification Guidelines or Competencies (if applicable)
1. Identify or create phonological, phonemic, morphemic, semantic, syntactic, and pragmatic learning tasks that could be used to develop students' language skills and provide a rationale for selecting each task that demonstrates his/ her understanding of the four-cueing systems.	Short Answer #1 Tasks for the Cueing Systems	ISLO 1-3 SELO 1, 2, 5 GEPO 1, 2 RSPO 1	II.B.5 ELL I-A-1 SPED II-E-1
2. Specify what home and early education experiences and behaviors are necessary for beginning reading including a rationale for each experience/behavior and/or cite information from the course readings to support the response.	Essay #1 Early Experiences Affecting Literacy	ISLO 1-3 SELO 1, 2, 5 GEPO 1, 2 RSPO 1	SPED II-A-4 SPED II-A-5 SPED II-E-2
3. Identify how the developmental patterns of cognitive and psychosocial behaviors and physical change affect literacy acquisition, explain how to plan for effective teaching of appropriate behaviors that facilitate learning for all students, and make a connection between literacy and behavior.	Essay #2 Developmental Patterns	ISLO 1-3 SELO 1, 2, 5 GEPO 1, 2 RSPO 1	SPED II-A-2 SPED II-A-3 SPED II-D SPED IV-E
4. Compare and contrast different historical perspectives on reading instruction and identify ways these perspectives shape the school or district's philosophy of reading instruction	Essay #3 Perspectives on Reading Instruction	ISLO 1-3 SELO 1-3, 5 GEPO 1, 2 RSPO 1	IA-1
5. Develop or identify examples of learning tasks/activities accompanied by a rationale that demonstrates his/her understanding of letter knowledge, print awareness, phonemic awareness, and phonics.	Examples of learning tasks/activities to develop early reading skills Discussion: Phonemic Awareness and Phonics	ISLO 1-3 SELO 1, 2, 5 GEPO 1, 2 RSPO 1	IA-2 IA-4 IIB-6 IIB-8
6. Review and analyze a grade level scope and sequence or curriculum guide for elementary, middle, and secondary reading for his/her district and explain how it aligns with the components of literacy presented in this unit: concepts about print, words, the alphabet, phonics, phonemic awareness, spelling, fluency, vocabulary, and comprehension and how it aligns to the SAS curriculum framework.	Curriculum investigation report	ISLO 1-3 SELO 1, 2, 5 GEPO 1, 2 RSPO 1	IB-1 IB-2 IIB-1 SPED V-E
7. Describe how the components of literacy are interrelated, and explain how the components pose challenges for students with reading disabilities and ELLs.	Difficulties in reading chart	ISLO 1-3 SELO 1, 2, 5 GEPO 1, 2 RSPO 1	SPED IV-B

8. Apply principles of social competence to a given scenario, explain how students' linguistic differences and styles of language relate to the socio-cultural environment, and describe the impact linguistic differences and language skills have on social competencies and on learning to read.	Short Answer #2 Applying Principles of Social Competence	ISLO 1-3 SELO 1, 2, 5 GEPO 1, 2 RSPO 1	IB-3 SPED II-C-1 SPED II-C-2
9. Analyze how the classroom environment aligns to recommended research-based practices for establishing a classroom environment to support literacy development for all learners and identify plans for closing any gaps	Classroom environment investigation report	ISLO 1-3 SELO 1, 2, 5 GEPO 1-3 RSPO 1, 3	IA-2 IIA-1 IIA-2 IIA-3 IIA-4 IIA-5 SPED II-A-1 SPED II-F-3
10. Develop an improvement and evaluation plan for improving the physical environment to support literacy development for all learners.	Written reflection	ISLO 1-3 SELO 1, 2, 5 GEPO 1-3 RSPO 1, 3	IA-2 IIA-1 IIA-5 SPED V-I

Related PA State Guidelines (Correlated to course objectives)

Reading Specialist Standards

I- Knowing the Content: The professional education program provides evidence that Reading Specialist certification candidates complete a program of studies in reading the same as the academic content area courses and required electives of a major in a bachelor's or master's degree. The program requires certification candidates to demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including:

IA- Historical perspective, methodologies and theories of language and reading acquisition and development including:

IA-1: Literacy at all levels, preschool through adults, and across all content areas

IA-2: Emergent literacy and the experiences and environments that support it

IA-4: Developmental spelling and the ability to abstract phonetic information from letter names

IB- Phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relations to the reading and writing processes including:

IB-1: The interrelationship of reading, writing, speaking, and listening

IB-2: The role of metacognition in reading, writing, speaking, and listening

IB-3: Linguistic differences and styles of language use as they relate to the socio-cultural environment

II- Performances: The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. (Candidates that possess an initial Instructional certificate shall be required to participate in an internship for a minimum of 100 hours in lieu of student teaching.) The program also provides evidence that the criteria and competencies for exit from the Reading Specialist program are assessed during the field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

IIA-Managing the instructional environment including:

IIA-1: Creating a literate environment that fosters interest and growth in all aspects of literacy

IIA-2: Establishing and maintaining rapport with all students

- IIA-3: Communicating high learning expectations to all students
- IIA-4: Establishing and maintaining fair and consistent standards of classroom behavior
- IIA-5: Creating a safe physical environment that is conducive to learning

IIB- Planning of instruction in collaboration with other professionals at a variety of instructional levels based upon:

- IIB-1: Pennsylvania Academic Standards
- IIB-5: Word identification and definition through the use of syntactic, semantic, and graphophonemic cues and context
- IIB-6: Students' knowledge of letter/sound correspondence (phonics) in the construction of meaning
- IIB-8: Spelling patterns in the English language, as an aid to word identification

Special Education Standards

II- Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments

A. Cognitive – Delineate how individuals acquire and process information.

1. Design learning environments to facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.
2. Describe the developmental patterns of change, physical, cognitive, and psychosocial areas that have been identified for each stage of development.
3. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decisionmaking, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control.
4. Specify the experiences children need from birth to age eight to prepare them to learn, read, and succeed in school.
5. Identify early interactions with adults and peers, the early childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades.

C. Social – Initiate, maintain and manage positive social relationships with a range of people in a range of contexts.

1. Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent-child, caregiver, peer, friend, sibling), and attachment models and their effects on learning
2. Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning.

D. Behavioral – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning.

E. Language – Apply reading predictors, analyzing the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read.

1. Apply principles of early learning to language development in the following areas: language comprehension, language expression, language form and syntax, morphology and semantics.
2. Apply and teach skills of spoken language as a precursor of reading and academic development.

F. Positive Environments for Learning for Students with Disabilities

3. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.

IV. Literacy Development and Instruction in Core and Intervention Areas

B. Demonstrate a conceptual understanding of the components of reading and describe "how these areas pose challenges for students with disabilities"

E. Demonstrate an understanding of the evidence-based connection between literacy and behavior.

V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

E. Strategically align standard based curriculum with effective instructional practices.

I. Use research supported methods for academic and non-academic instruction for students with disabilities.

ELL Standards

A. Foundations for Pre-service Candidates

1. Demonstrate knowledge of language systems, structures, functions, and variation.

Course Requirements & Assessments

Each assessment within the course is aligned with one of the eight course objectives (learning goals) or learning log entries and discussion posts. Each set of assessments will be averaged and weighted according to the distribution below to determine the final score earned in the course.

Short Answer #1 Tasks for the Cueing Systems:

The learner will identify or create phonological, phonemic, morphemic, semantic, syntactic, and pragmatic learning tasks that could be used to develop students' language skills and provide a rationale for selecting each task that demonstrates his/ her understanding of the four-cueing systems.

Essay #1 Early Experiences Affecting Literacy:

The learner will specify what home and early education experiences and behaviors are necessary for beginning reading,

Essay #2 Developmental Patterns:

The learner will identify how the developmental patterns of cognitive and psychosocial behaviors and physical change affect literacy acquisition, and how to plan for effective teaching of appropriate behaviors that facilitate learning for all students.

Essay #3 Perspectives on Reading Instruction:

The learner will compare and contrast different historical perspectives on reading instruction and identify ways these perspectives have affected the school or district's philosophy of reading instruction.

Examples of Learning Tasks/Activities to Develop Early Reading Skills:

The learner will develop examples of learning tasks/activities accompanied by a rationale that demonstrate the differences between letter knowledge, print awareness, phonemic awareness and phonics.

Curriculum Investigation Report:

The learner will review and analyze a grade level scope and sequence or curriculum guide for reading and explain how it aligns with the components of literacy and the SAS curriculum framework.

Difficulties in Reading Chart:

The learner will complete a chart showing difficulties in reading and provide a summary report describing how the components of literacy are interrelated and how the components pose challenges for students with disabilities.

Short Answer #2 Applying Principles of Social Competence:

The learner will apply principles of social competence to a given scenario and identify their impact on learning to read.

Classroom Environment Investigation Report:

The learner will complete a classroom environment investigation report analyzing how the classroom environment aligns to recommended research-based practices for establishing a classroom environment to support literacy development for all learners and identifying plans for closing any gaps.

Written Reflection:

The learner will develop an implementation and evaluation plan for improving a physical aspect of the classroom environment to support literacy development for all learners.

Learning Log/Wiki Entries:

Throughout the course, learners will complete a number of activities that require them to reflect on course concepts in their Learning Log or collaborate with their study group members in the wiki environment. Learning logs and wiki entries are viewed and scored by the instructor/facilitator. Note: if a wiki requires collaboration across the span of a unit, the instructor/facilitator will not score multiple wiki entries for the same wiki. Instead, a cumulative score will be given for the wiki participation.

Online Discussions:

Throughout the course, learners will engage in an online discussion with their course colleagues in which they discuss their opinions and experiences around a course topic. Discussions can be viewed by all learners in the course and they are scored by the instructor/facilitator.

Course Rubrics

UNIT 2 ASSESSMENTS

TOPIC: 2.1.2 ORAL LANGUAGE DEVELOPMENT AND CUEING SYSTEMS

Short Answer #1 Tasks for the Cueing Systems

The learner will identify or create phonological, phonemic, morphemic, semantic, syntactic, and pragmatic learning tasks that could be used to develop students' language skills and provide a rationale for selecting each task that demonstrates his/ her understanding of the four-cueing systems.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Short Answer #1 Tasks for the Cueing Systems: Scoring Criteria
	<ul style="list-style-type: none"> • Summarizes how students employ the four-cueing systems (phonological (or graphophonic), syntactic, semantic, and pragmatic) to identify and define words with the goal of comprehension • Discusses how students' use of the cueing systems impacts instruction • Identifies learning tasks for each of the following language skills: phonological, phonemic, morphemic, semantic, syntactic, and pragmatic. At least one of the tasks is written for a middle or secondary grade level • Provides a rationale for selecting each task that demonstrates understanding of the associated cueing system
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner:</p> <ul style="list-style-type: none"> • Summarizes how students employ the four-cueing systems (phonological (or graphophonic), syntactic, semantic, and pragmatic) to identify and define words with the goal of comprehension • Discusses how students' use of the cueing systems impacts instruction • Identifies learning tasks for each of the following language skills: phonological, phonemic, morphemic, semantic, syntactic, and pragmatic. At least one of the tasks is written for a middle or secondary grade level • Provides a rationale for selecting each task that demonstrates understanding of the associated cueing system
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner:</p> <ul style="list-style-type: none"> • Summarizes how students employ some but not all of the four-cueing systems (phonological (or graphophonic), syntactic, semantic, and pragmatic) to identify and define words with the goal of comprehension. • Discusses how students' use of some but not all of the cueing systems impacts instruction. Or, the discussion is limited or shows evidence of misunderstanding • Identifies tasks for some but not all of the following language cueing systems: phonemic, morphemic, semantic, syntactic, and pragmatic. At least one of the tasks is written for a middle or secondary grade level. • Provides a rationale for selecting each task but some or all show evidence of misunderstandings

	of the associated cueing systems
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner: <ul style="list-style-type: none"> • Summarizes how students employ the four-cueing systems (phonological (or graphophonic), syntactic, semantic, and pragmatic) to identify and define words with the goal of comprehension • Discusses how students' use of the cueing systems impacts instruction • Identifies learning tasks for each of the following language skills: phonological, phonemic, morphemic, semantic, syntactic, and pragmatic. At least one of the tasks is written for a middle or secondary grade level • Provides a rationale for selecting each task that demonstrates understanding of the associated cueing system
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

TOPIC: 2.3.2 FACTORS INFLUENCING LANGUAGE AND LITERACY ACQUISITION

Essay #1 Early Experiences Affecting Literacy

The learner will specify what home and early education experiences and behaviors are necessary for beginning reading including a rationale for each experience/behavior and/or cite information from the course readings to support the response.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Essay #1 Early Experiences Affecting Literacy Scoring Criteria
	<ul style="list-style-type: none"> • Specifies what home and early education experiences and behaviors are necessary for beginning reading • Provides a rationale for each and/or cites information from the course readings to support the response
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner <ul style="list-style-type: none"> • Specifies what home and early education experiences and behaviors are necessary for beginning reading • Provides a rationale for each and/or cites information from the course readings to support the response
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner <ul style="list-style-type: none"> • Describes what home and early education experiences and/or behaviors are necessary for

	beginning reading <ul style="list-style-type: none"> • Provides a rationale for some but not all and/or incorrectly cites information from the course readings to support the response
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner <ul style="list-style-type: none"> • Specifies what home and early education experiences and behaviors are necessary for beginning reading • Provides a rationale for each and/or cites information from the course readings to support the response
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Essay #2 Developmental Patterns

The learner will identify how the developmental patterns of cognitive and psychosocial behaviors and physical change affect literacy acquisition, explain how to plan for effective teaching of appropriate behaviors that facilitate learning for all students, and make a connection between literacy and behavior.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Essay #2 Developmental Patterns Scoring Criteria
	<ul style="list-style-type: none"> • Identifies how the developmental patterns of cognitive and psychosocial behaviors and physical change affect literacy acquisition • Provides a concise plan for effective teaching of appropriate behaviors that facilitate learning for all students • Creates a generalization about the connection between literacy and behavior
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner: <ul style="list-style-type: none"> • Identifies how the developmental patterns of cognitive and psychosocial behaviors and physical change affect literacy acquisition • Provides a concise plan for effective teaching of appropriate behaviors that facilitate learning for all students • Creates a generalization about the connection between literacy and behavior
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner <ul style="list-style-type: none"> • Identifies how some developmental patterns of cognitive and psychosocial behaviors and physical change affect literacy acquisition but does not address each area • Provides a basic plan for effective teaching of appropriate behaviors that facilitate learning for

	all students <ul style="list-style-type: none"> • Describes the connection between literacy and behavior
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner <ul style="list-style-type: none"> • Identifies how the developmental patterns of cognitive and psychosocial behaviors and physical change affect literacy acquisition • Provides a concise plan for effective teaching of appropriate behaviors that facilitate learning for all students • Creates a generalization about the connection between literacy and behavior
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

TOPIC: 2.5.1 HISTORY OF READING INSTRUCTION

Essay #3: Perspectives on Reading Instruction

The learner will compare and contrast different historical perspectives on reading instruction and identify ways these perspectives have affected the school or district’s philosophy of reading instruction.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Essay #3: Perspectives on Reading Instruction Scoring Criteria
	<ul style="list-style-type: none"> • Compares and contrasts different historical perspectives on reading instruction • Identifies ways these perspectives have affected the school’s/district’s philosophy of reading instruction • Openly examines personal perspective on reading instruction compared to the school’s/district’s perspective including implications for practice as a reading specialist
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner: <ul style="list-style-type: none"> • Compares and contrasts different historical perspectives on reading instruction • Identifies ways these perspectives have affected the school’s/district’s philosophy of reading instruction • Openly examines personal perspective on reading instruction compared to the school’s/district’s perspective including implications for practice as a reading specialist
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner:

	<ul style="list-style-type: none"> • Describes different historical perspectives on reading instruction • Summarizes the school's/district's philosophy of reading instruction but does not identify how different historical perspectives have affected the philosophy • Cautiously examines personal perspective on reading instruction compared to the school's/district's perspective including implications for practice as a reading specialist
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner <ul style="list-style-type: none"> • Compares and contrasts different historical perspectives on reading instruction • Identifies ways these perspectives have affected the school's/district's philosophy of reading instruction • Openly examines personal perspective on reading instruction compared to the school's/district's perspective including implications for practice as a reading specialist
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 3 ASSESSMENTS

TOPIC: 3.1.4 PHONEMIC AWARENESS, PHONICS, AND SPELLING

Examples of Learning Tasks/Activities to Develop Early Reading Skills

The learner will identify examples of learning tasks/activities accompanied by a rationale that demonstrates his/her understanding of letter knowledge, print awareness, phonemic awareness, and phonics. The learner will also respond to the following short answer topics:

- The experiences and environments that support the development of early reading skills.
- The relationship between developmental spelling and the ability to abstract phonetic information as demonstrated in letter name correspondence.
- How spelling patterns in the English language aid word identification.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Examples of Learning Tasks/Activities to Develop Early Reading Skills Scoring Criteria
	<ul style="list-style-type: none"> • Identifies examples of learning tasks/activities for letter knowledge, print awareness, phonemic awareness and phonics • Provides a rationale for each task that demonstrates understanding of the skill • Identifies experiences and environments that support the development of early reading skills • Forms conclusions about the relationship between developmental spelling and the ability to abstract phonetic information as demonstrated in letter name correspondence • Explains how spelling patterns in the English language aid word identification
4	In addition to the requirements indicated in level 3 of this rubric, the learner explains how the skills of letter knowledge, print awareness, phonemic awareness and phonics overlap and the implications for instructional practice as a reading specialist
3.5	In addition to score 3.0 performance, partial success at score 4.0 content

3	<p>The learner:</p> <ul style="list-style-type: none"> • Identifies examples of learning tasks/activities for letter knowledge, print awareness, phonemic awareness and phonics • Provides a rationale for each task that demonstrates understanding of the skill • Identifies experiences and environments that support the development of early reading skills • Forms conclusions about the relationship between developmental spelling and the ability to abstract phonetic information as demonstrated in letter name correspondence • Explains how spelling patterns in the English language aid word identification
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner:</p> <ul style="list-style-type: none"> • Identifies examples of learning tasks/activities for letter knowledge, print awareness, phonemic awareness and phonics, with possible evidence of misunderstanding • Provides a rationale for some but not all of the skills, with possible evidence of misunderstanding • Identifies experiences or environments that support the development of early reading skills but does not distinguish between them • Describes developmental spelling and the ability to abstract phonetic information as demonstrated in letter name correspondence but does not define the relationship between them • Describes how spelling patterns in the English language aid word identification
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner:</p> <ul style="list-style-type: none"> • Identifies examples of learning tasks/activities for letter knowledge, print awareness, phonemic awareness and phonics • Provides a rationale for each task that demonstrates understanding of the skill • Identifies experiences and environments that support the development of early reading skills • Forms conclusions about the relationship between developmental spelling and the ability to abstract phonetic information as demonstrated in letter name correspondence • Explains how spelling patterns in the English language aid word identification
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

TOPIC: 3.3.1 Fluency, Vocabulary, and Comprehension

Curriculum Investigation Report

The learner will review and analyze a grade level scope and sequence or curriculum guide for elementary, middle, and secondary reading for his/her district and explain how it aligns with the components of literacy presented in this unit: concepts about print, words, the alphabet, phonics, phonemic awareness, spelling, fluency, vocabulary, and comprehension and how it aligns to the SAS curriculum framework. Additionally, the learner will summarize how each scope and sequence document/curriculum guide addresses interventions for students with learning disabilities or ELLs, the interrelationship of reading, writing, speaking, and listening, and the role of metacognition in literacy. **Note:** Learners will review and analyze a total of three scope and sequence documents or curriculum guides. One document/guide must be from an elementary grade (K-5), one from a middle grade (6-8), and one from a secondary grade (9-12). Your Curriculum Investigation Report will address each document/guide.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Curriculum Investigation Report Scoring Criteria
	<ul style="list-style-type: none"> • Analyzes how each grade level scope and sequence document/curriculum guide aligns with the components of literacy: concepts about print, words, the alphabet, phonics, phonemic awareness, spelling, fluency, vocabulary, and comprehension and the SAS curriculum framework, noting any gaps in alignment • Identifies how each scope and sequence document/curriculum guide addresses interventions for students with learning disabilities or ELLs, the interrelationship of reading, writing, speaking, and listening, and the role of metacognition in literacy
4	In addition to the requirements indicated in level 3 of this rubric, the learner offers recommendations for closing gaps and aligning standards to effective instructional practices
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner:</p> <ul style="list-style-type: none"> • Analyzes how each grade level scope and sequence document/curriculum guide aligns with the components of literacy: concepts about print, words, the alphabet, phonics, phonemic awareness, spelling, fluency, vocabulary, and comprehension and the SAS curriculum framework, noting any gaps in alignment • Identifies how each grade level scope and sequence document/curriculum guide addresses interventions for students with learning disabilities or ELLs, the interrelationship of reading, writing, speaking, and listening, and the role of metacognition in literacy
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner:</p> <ul style="list-style-type: none"> • Describes how each grade level scope and sequence document/curriculum guide aligns with some but not all of the components of literacy: concepts about print, words, the alphabet, phonics, phonemic awareness, spelling, fluency, vocabulary, and comprehension and the SAS curriculum framework, but does not specify gaps in alignment • Identifies whether each grade level scope and sequence document/curriculum guide addresses interventions for students with learning disabilities or ELLs, the interrelationship of reading, writing, speaking, and listening, and the role of metacognition in literacy but not how
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner:</p> <ul style="list-style-type: none"> • Analyzes how each grade level scope and sequence document/curriculum guide aligns with the components of literacy: concepts about print, words, the alphabet, phonics, phonemic awareness, spelling, fluency, vocabulary, and comprehension and the SAS curriculum framework, noting any gaps in alignment • Identifies how each grade level scope and sequence document/curriculum guide addresses interventions for students with learning disabilities or ELLs, the interrelationship of reading, writing, speaking, and listening, and the role of metacognition in literacy
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated

Note: This will be used as a holistic rubric.

TOPIC: 3.5.1 STRUGGLING READERS AND WRITERS

Difficulties in Reading Chart

The learner will develop a chart to demonstrate their understanding of the different components of literacy, describe how the components of literacy are interrelated, and explain how the components pose challenges for students with reading disabilities and ELLs.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Difficulties in Reading Chart Scoring Criteria
	<ul style="list-style-type: none"> • Creates a chart demonstrating understanding of the different components of literacy including for each component: 1) a two to four sentence summary, and 2) at least one new strategy for working with struggling students. For fluency, vocabulary, and comprehension provide a general strategy that could be used for both elementary and adolescent struggling readers. Or, provide separate strategies for the two levels • Identifies how the components of literacy are interrelated • Explains how the components of literacy pose challenges for students with reading disabilities and ELLs
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner: <ul style="list-style-type: none"> • Creates a chart demonstrating understanding of the different components of literacy including for each component: 1) a two to four sentence summary, and 2) at least one new strategy for working with struggling students. For fluency, vocabulary, and comprehension provide a general strategy that could be used for both elementary and adolescent struggling readers. Or, provide separate strategies for the two levels • Identifies how the components of literacy are interrelated • Explains how the components of literacy pose challenges for students with reading disabilities and ELLs
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner: <ul style="list-style-type: none"> • Creates a chart demonstrating understanding of the different components of literacy including for each component: 1) a two to four sentence summary, and 2) at least one new strategy for working with struggling students. For fluency, vocabulary, and comprehension provide a general strategy that could be used for both elementary and adolescent struggling readers. Or, provide separate strategies for the two levels. Content shows possible evidence of misunderstanding • Describes how some but not all of the components of literacy are interrelated • Explains how some but not all of the components of literacy pose challenges for students with reading disabilities and ELLs

1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner: <ul style="list-style-type: none"> • Creates a chart demonstrating understanding of the different components of literacy including for each component: 1) a two to four sentence summary, and 2) at least one new strategy for working with struggling students. For fluency, vocabulary, and comprehension provide a general strategy that could be used for both elementary and adolescent struggling readers. Or, provide separate strategies for the two levels • Identifies how the components of literacy are interrelated • Explains how the components of literacy pose challenges for students with reading disabilities and ELLs
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 4 ASSESSMENTS

TOPIC: 4.1.3 CLIMATE

Short Answer #2 Applying Principles of Social Competence

The learner will apply principles of social competence to a given scenario, explain how students' linguistic differences and styles of language relate to the socio-cultural environment, and describe the impact linguistic differences and language skills have on social competencies and on learning to read.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Short Answer #2 Applying Principles of Social Competence Scoring Criteria
	<ul style="list-style-type: none"> • Applies principles of social competence to address the needs of the student in each scenario • Explains how students' linguistic differences and styles of language relate to the socio-cultural environment • Identifies the impact linguistic differences and language skills have on social competencies and on learning to read
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner: <ul style="list-style-type: none"> • Applies principles of social competence to address the needs of the student in each scenario • Explains how students' linguistic differences and styles of language relate to the socio-cultural environment • Identifies the impact linguistic differences and language skills have on social competencies and on learning to read
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content

2	<p>The learner:</p> <ul style="list-style-type: none"> • Applies principles of social competence to address the needs of the student in each scenario, with possible evidence of misunderstanding • Describes how students' linguistic differences or styles of language relate to the socio-cultural environment but does not distinguish between the two • Describes the impact linguistic differences and language skills have on social competencies or on learning to read, but not both
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner:</p> <ul style="list-style-type: none"> • Applies principles of social competence to address the needs of the student in each scenario • Explains how students' linguistic differences and styles of language relate to the socio-cultural environment • Identifies the impact linguistic differences and language skills have on social competencies and on learning to read
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

TOPIC 4.3.1: MANAGEMENT

Classroom Environment Investigation Report

The learner will complete a classroom environment investigation report analyzing how a classroom environment aligns to recommended practices for establishing a classroom environment to support literacy development for all learners, identifying plans for closing any gap, and reflecting on elements that contribute to effective literacy environments. If learners are taking this course over the Summer, they will reflect on their previous classroom for the investigation.

Elements to reflect upon:

- Communicating high expectations to all learners
- Establishing and maintaining rapport with all students
- Establishing and maintaining fair and consistent standards of classroom behavior
- Creating a safe physical environment
- Designing the environment to facilitate cognitive processes such as memory, attention, perception, and problem solving.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Classroom Environment Investigation Report Scoring Criteria
	<ul style="list-style-type: none"> • Evaluates how the environment aligns to recommended practices for establishing a classroom environment that supports literacy development for all learners • Identifies areas that represent gaps in alignment • Recommends changes for bringing areas into alignment • Reflects on elements that contribute to an effective literacy environment

4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner: <ul style="list-style-type: none"> • Evaluates how the environment aligns to recommended practices for establishing a classroom environment that supports literacy development for all learners • Identifies areas that represent gaps in alignment • Recommends changes for bringing areas into alignment • Reflects on elements that contribute to an effective literacy environment
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner: <ul style="list-style-type: none"> • Describes how the environment aligns to recommended practices for establishing a classroom environment that supports literacy development for all learners • Lists areas that represent gaps in alignment but doesn't offer recommendations for bringing areas into alignment • Reflects on some but not all of the listed elements that contribute to an effective literacy environment
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner: <ul style="list-style-type: none"> • Evaluates how the environment aligns to recommended practices for establishing a classroom environment that supports literacy development for all learners • Identifies areas that represent gaps in alignment • Recommends changes for bringing areas into alignment • Reflects on elements that contribute to an effective literacy environment
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

TOPIC: 4.5.1 ENVIRONMENT IMPROVEMENT PLAN

Written Reflection (Objective #10 / 10% of grade)

The learner will develop an improvement and evaluation plan for improving the physical environment to support literacy development for all learners.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Written Reflection Scoring Criteria
	<ul style="list-style-type: none"> • Develops an improvement plan including a description of the original physical layout and a rationale for making the change(s) • Creates an evaluation plan to assess the effectiveness of the changes

	<ul style="list-style-type: none"> Identifies potential challenges that may be faced if the plan were implemented Includes graphic representation or floor plan of proposed changes
4	In addition to the requirements indicated in level 3 of this rubric, the learner presents solutions for overcoming challenges
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner:</p> <ul style="list-style-type: none"> Creates an improvement plan including a description of the original physical layout, a rationale for making the change, and an evaluation plan for gauging success Evaluates the effectiveness of the plan identifying strengths and weaknesses in creating a safe physical environment for all students that fosters interest and growth in literacy Assesses challenges faced during implementation including how the challenges were addressed, and future implications Includes graphic representation or floor plan of proposed changes
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner:</p> <ul style="list-style-type: none"> Creates an improvement plan including a description of the original physical layout, a rationale for making the change, and an evaluation plan for gauging success, with possible evidence of misunderstanding Summarizes the effectiveness of the plan but doesn't identify strengths and weaknesses and/or challenges Describes challenges faced during implementation but does not include how the challenges were addressed and/or future implications Includes a limited graphic representation or floor plan of proposed changes
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner:</p> <ul style="list-style-type: none"> Creates an improvement plan including a description of the original physical layout, a rationale for making the change, and an evaluation plan for gauging success Evaluates the effectiveness of the plan identifying strengths and weaknesses in creating a safe physical environment for all students that fosters interest and growth in literacy Assesses challenges faced during implementation including how the challenges were addressed, and future implications Includes graphic representation or floor plan of proposed changes
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Learning Log/Wiki Entries:

Scoring Level	Learning Log/Wiki Entries Scoring Criteria
	<ul style="list-style-type: none"> • Completeness • Understanding of Course Content • Application of Course Content
4	<ul style="list-style-type: none"> • Completes all aspects of the activity with reflective responses • Entry demonstrates a strong understanding of course concepts • Entry demonstrates definite and appropriate application of course concepts
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<ul style="list-style-type: none"> • Completes all aspects of the activity with reflective responses • Entry demonstrates a strong understanding of course concepts • Entry demonstrates clear application of course concepts
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<ul style="list-style-type: none"> • Completes some aspects of the activity • Entry demonstrates a limited understanding or misunderstanding of course concepts • Entry demonstrates limited evidence of application of course concepts
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, <ul style="list-style-type: none"> • Completes all aspects of the activity with reflective responses • Entry demonstrates a clear understanding of course concepts • Entry demonstrates clear application of course concepts
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Online Discussions

Learners are expected to provide a substantive and insightful initial post and responses to at least three colleague’s postings that indicate depth of knowledge and understanding of the content and engagement in the topic.

Scoring Level	Online Discussions Scoring Criteria
	Provides a substantive and insightful initial post and responses that indicate depth of knowledge and understanding of the content and engagement in the topic.
4	<p>Initial Post (Knowledge and Understanding of Content): Provides a substantive and insightful initial post that indicates depth of knowledge and understanding of the content and engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is well-supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to three or more peers with insightful information that enriches discussion and demonstrates strong engagement with peers</p> <p>Linking Content to Reflective Professional Practice: Establishes strong reflective connections that link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates strong control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Submits initial post on time and provides responses on time</p> <p>APA format (if required or included voluntarily by student): Citations follow APA guidelines</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>Initial Post (Knowledge and Understanding of Content): Provides a sufficient and insightful initial post that indicates adequate knowledge and understanding of the content and engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is well-supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to at least three students with information that adds to the discussion and engages peers</p> <p>Linking Content to Reflective Professional Practice: Establishes reflective connections that link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates sufficient control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Submits initial post on time and provides responses on time</p>

	<p>APA format (if required or included voluntarily by student): Citations follow APA guidelines</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>Initial Post (Knowledge and Understanding of Content): Provides a limited initial post that lacks knowledge and understanding of the content and/or engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is insufficiently supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to three students with information but lacks sufficient insight to engage peers</p> <p>Linking Content to Reflective Professional Practice: Makes reflective comments that do not clearly link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates limited control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Does not submit initial post on time and/or does not provide responses on time</p> <p>APA format (if required or included voluntarily by student): Some citations do not follow APA guidelines</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help,</p> <p>Initial Post (Knowledge and Understanding of Content): Provides a substantive and insightful initial post that indicates depth of knowledge and understanding of the content and engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is well-supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to three or more peers with insightful information that enriches discussion and demonstrates strong engagement with peers</p> <p>Linking Content to Reflective Professional Practice: Establishes strong reflective connections that link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates strong control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Submits initial post on time and provides responses on time</p> <p>APA format (if required or included voluntarily by student): Citations follow APA guidelines</p>
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated

Note: This will be used as a holistic rubric.

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective 1: Short Answer #1 Tasks for the Cueing Systems	0-4	5%
Objective 2: Essay #1 Early Experiences Affecting Literacy	0-4	10%
Objective 3: Essay #2 Developmental Patterns	0-4	10%
Objective 4: Essay #3 Perspectives on Reading Instruction	0-4	10%
Objective 5: Examples of Learning Tasks/Activities to Develop Early Reading Skills	0-4	5%
Objective 6: Curriculum Investigation Report	0-4	10%
Objective 7: Difficulties in Reading Chart	0-4	10%
Objective 8: Short Answer #2 Applying Principles of Social Competence	0-4	5%
Objective 9: Classroom Environment Investigation Report	0-4	5%
Objective 10: Written Reflection	0-4	10%
Learning Logs/Wikis	0-4	10%
Discussions	0-4	10%

Graduate Education Grading Scale (MS Level):

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor/facilitator in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx>

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor/facilitator must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor/facilitator as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor/facilitator.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussion deadlines are set by the instructor/facilitator. **Late discussions are not accepted for partial credit after the dates set for each discussion.**

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor's/facilitator's policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor/facilitator before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor/facilitator.

Penalties levied by the instructor/facilitator in accordance with this policy are not subject to grievance by the students.

Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

Reference Text:

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

APA Online References: <http://apastyle.apa.org/> <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn. the National Institute for Professional Practice uses its own proprietary learning management system.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to <http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx> or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at <http://wilkes.beta.libguides.com/library/databases>

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is <http://wilkes.libguides.com/gradeducation>

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without "@wilkes.edu") and password to gain access. Those databases followed by

an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

Writing: The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at <http://www.wilkes.edu/resources/writing>

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors/facilitators and possibly other personnel. Both the student's needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: The university and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students' Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation: Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor/facilitator at the beginning of each course.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: <https://www.perms.ed.state.pa.us/>

Class Schedule for the Semester

An activity time breakdown is located in the Learning Guide document available with course access. The course instructor/facilitator will send learners a schedule for completing assignments once the course begins.

Dear Parent/Guardian:

I am currently pursuing my Masters of Science in Education (MSEd) for Reading with a Pennsylvania Reading Specialist Certificate offered by the National Institute for Professional Practice and Wilkes University. One of the primary purposes of this program is to provide graduate candidates with practice in assessing students' literacy skills.

All candidates in this program are required to administer, evaluate, and interpret a variety of literacy assessments. Although your child's performance will be evaluated, his/her name will not appear on any material that may be submitted. For research and instructional purposes, the assessment results will only be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University. The enclosed form will be used to document your permission for these activities.

Sincerely, _____
(Candidate Signature)

STUDENT RELEASE FORM

Student Name: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding allowing my child to participate in literacy assessments. I understand that my child's performance on the assessments will be evaluated for course purposes; however, my child's name will not appear on any material that may be submitted. I understand my child's assessments will be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University.

(Please check the appropriate box below)

- I DO** give permission for my child to participate in literacy assessments
- I DO NOT** give permission for my child to participate in literacy assessments

Name of Parent/Legal Guardian: _____
Print)

Signature of Parent/Legal Guardian: _____
(Signature)

Date: _____