



**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 <b>EDAM 5063</b>		Course Title <b>Developing Reading Through Writing</b>	
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 how the processes of reading and writing are interrelated. Course documents and activities will engage learners in making the reading-writing connection by understanding and applying instructional strategies and assessment techniques to develop students' writing.

**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.

**Required Textbook(s) & Readings:**

- Tompkins, G. (2012). *Teaching Writing: Balancing Product and Process* (6th ed.). Boston, MA: Allyn & Bacon
- Tompkins, G. (2016). *Literacy for the 21st Century: A balanced approach* (7th edition). Boston, MA: Pearson. (This was a requirement for EDAM5060. If you have the 6th edition from EDAM5060, you may use that in place of the 7th edition. After completing this course, you should continue to keep this text through the remainder of your program. Page numbers for both the 6th and 7th editions will be provided.)
- Mather, N., Wendling, B.J., & Roberts, R. (2009) *Writing Assessment and Instruction for Students with Learning Disabilities* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass

**Other Course Requirements:**

In Unit 6 of this course, you may choose to administer a writing assessment to a student. He/she could be an existing or former student of yours, a relative, a friend's child, or a neighbor.

You must receive parental permission for working with the student prior to their child's participation. A letter

of intent and parental permission form are included at the end of this document. You will submit the signed parental form to your facilitator using Dropbox. Instructions for Dropbox can be found at the end of this document.

### **Required Reference:**

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

### **Recommended Websites:**

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

International Literacy Association  
[www.reading.org](http://www.reading.org)

### **Course Pre-requisites:**

[EDAM 5060]: Foundations of Language and Literacy Acquisition

### **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

The students will:	Alignment to Outcomes	PDE Certification Guidelines or Competencies	Evidence of Learning
1. Make connections between reading and writing by examining personal use of strategies, habits, and attitudes as a reader and a writer	SELO 1-2, 5 GEPO 1-2 RSPO 1	IA-3 IA-5 IB-1 IIC-5	Written Reflection
2. Plan and implement a writing lesson using one or more of the following writing strategies: modeled, interactive, guided, then evaluate the lesson and explain how these strategies are used to move students toward independent writing	SELO 1-2, 5-6 GEPO 1-4 RSPO 1, 4, 5	IIB-4 IIC-2 IIC-3 SPED IV-G SPED V-J SPED V-L	Lesson Implementation and Annotation #1
3. Describe how the components of writing are interrelated and how they pose challenges for students with disabilities	SELO 1-2, 5 GEPO 1-2 RSPO 1	SPED IV-F	Difficulties in Writing Chart And Summary
4. Select, implement, and evaluate student data (work samples) to determine the effectiveness of graphic organizers as tools for supporting students' comprehension and understanding of fiction or non-fiction text structures	SELO 1-2, 5-6 GEPO 1-2 RSPO 1, 2, 4	IIB-4 IIB-9	Lesson Implementation and Annotation #2
5. Identify and provide a rationale for the selection of touchstone/mentor texts for teaching elements of fiction, elements of nonfiction, and poetry at the K-3, 4-8, and 9-12 grade	SELO 1-3, 6, 8 GEPO 1-2, 5 RSPO 1-2	IIC-1 IIC-2	Touchstone/Mentor Text Resource Chart

level			
6. Administer, analyze, and interpret a student's level of performance on a writing assessment that assesses the following domains: focus, content, organization, style, and conventions	SELO 1-2, 5-6 GEPO 1-3 RSPO 1, 5	IIB-7 IIB-9 IIC-6 IID-1 SPED III-A-1 SPED V-D	Writing Domains Analysis
7. Evaluate student data and develop an intervention plan for helping a struggling writer including how technology can be integrated as a support	SELO 1-2, 5-6 GEPO 1-3 RSPO 1-2, 4-5	IA-3 IIC-6	Intervention Plan

### 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-3: Process reading and writing

IA-5: Causes and characteristics of reading and writing difficulties

*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

**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:**

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

IIB-4: Techniques, strategies for vocabulary acquisition and comprehension, including self-monitoring

IIB-7: Students' refinement of their spelling knowledge through reading and writing

IIB-9: Students' development of strategies for effective writing

*IIC- Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:*

IIC-1: Identifying a variety of genres to motivate students to appreciate reading/literature

IIC-2: Evaluating materials for literacy instruction

IIC-3: Using texts, trade books and technology to increase interest, appreciation, motivation and growth in reading and writing

IIC-5: Varying reading rate according to the difficulty of the materials and purpose(s) for reading

IIC-6: Providing opportunities for creative and personal responses to literature

*IID- Selecting, developing and administering assessments that involve multiple indicators of students progress and maintain records of information including:*

IID-1: Norm-references tests, criterion-referenced tests, formal and information inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress

## **Special Education Standards**

### *III. Assessments*

IIIA. Identify, administer, interpret, and plan instruction based on each of the following assessment components in a standards aligned system.

IIIA-1. Authentic – A form of assessment in which, students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. The assessment usually includes a task for students to perform, and a rubric is used to evaluate their performance.

### *IV. Literacy Development and Instruction in Core and Intervention Areas*

IVF. Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities: text production, spelling, composition for different types of writing

IVG. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.

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

VD. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.

VJ. Develop and implement universally designed instruction.

VL. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings.

## **Course Requirements & Assessments**

Each assessment within the course is aligned with one of the 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.

### *Written Reflection:*

The learner will make connections between reading and writing by examining personal use of strategies, habits, and attitudes as a reader and a writer.

### *Lesson Implementation and Annotation #1:*

The learner will design a writing lesson using one or more of the following writing strategies: modeled, interactive, guided, then provide an annotation explaining how these strategies are used to move students toward independent writing.

### *Difficulties in Writing Chart and Summary:*

The learner will complete a chart listing difficulties student have when writing and will describe how the components of writing are interrelated and how they pose challenges for students with disabilities in a

summary.

*Lesson Implementation and Annotation #2:*

The learner will design a lesson implementing a graphic organizer(s) for writing. Then, write an annotation explaining how graphic organizers are used to support students' comprehension and understanding of fiction and non-fiction text structures.

*Touchstone/Mentor Text Resource Chart:*

The learner will research, analyze, and select different texts to create a resource chart identifying touchstone/mentor texts that can be used for teaching elements of fiction, elements of nonfiction, and poetry providing a rationale for each text. The learner will use a variety of resources including web research, colleague interviews, and personal practices to complete the chart. For each area (elements of fiction, nonfiction, and poetry), the learner will identify at least one text for each of the following grade bands: K-3, 4-8, 9-12.

*Assessment Implementation and Analysis Summary:*

The learner will administer and analyze a writing assessment then interpret a student's level of performance in the following domains: focus, content, organization, style, and conventions in a written reflection.

*Intervention Plan:*

The learner will evaluate student data and develop an intervention plan for helping a struggling writer including how technology can be integrated as a support

*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: 2.1.3 COMPONENTS OF WRITTEN LANGUAGE

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##### Assessment: Written Reflection

The learner will make connections between reading and writing by examining personal use of strategies, habits, and attitudes as a reader and a writer.

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"> <li>• A description of how his/her personal use of strategies helps him/her make connections between reading and writing.</li> <li>• A description of how his/her personal habits help him/her make connections between reading and writing.</li> <li>• A description of how his/her personal attitudes help him/her make connections between reading and writing.</li> <li>• A description of how his/her will use his/her self-reflection to support the reading-writing connection in your role as reading specialist.</li> </ul>
<b>4</b>	In addition to the requirements indicated in level 3 of this rubric, response <b>demonstrates</b> in-depth inferences and applications that go beyond what was taught.
<b>3.5</b>	In addition to score 3.0 performance, partial success at score 4.0 content
<b>3</b>	The learner's written reflection includes: <ul style="list-style-type: none"> <li>• A description of how his/her personal use of strategies helps him/her make connections between reading and writing.</li> <li>• A description of how his/her personal habits help him/her make connections between reading and writing.</li> <li>• A description of how his/her personal attitudes help him/her make connections between reading and writing.</li> <li>• A description of how his/her will use his/her self-reflection to support the reading-writing connection in your role as reading specialist.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
<b>2</b>	The learner's written reflection includes: <ul style="list-style-type: none"> <li>• A limited description of how his/her personal use of strategies helps him/her make connections between reading and writing. Or, connections are missing or unclear.</li> <li>• A limited description of how his/her personal habits help him/her make connections between reading and writing. Or, connections are missing or unclear.</li> <li>• A limited description of how his/her personal attitudes help him/her make connections between reading and writing. Or, connections are missing or unclear.</li> <li>• A limited description of how his/her will use his/her self-reflection to support the reading-writing connection in your role as reading specialist. Or, connections are missing or unclear.</li> </ul>

<b>1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
<b>1</b>	With help, the learner's written reflection includes: <ul style="list-style-type: none"> <li>• A description of how his/her personal use of strategies helps him/her make connections between reading and writing.</li> <li>• A description of how his/her personal habits help him/her make connections between reading and writing.</li> <li>• A description of how his/her personal attitudes help him/her make connections between reading and writing.</li> <li>• A description of how his/her will use his/her self-reflection to support the reading-writing connection in your role as reading specialist.</li> </ul>
<b>.5</b>	With help, partial success at score 2.0 content but not at score 3.0 content
<b>0</b>	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

### UNIT 3 ASSESSMENTS

#### TOPIC: 3.1.2 DEVELOPING STRATEGIC WRITERS

##### Lesson Plan and Annotation #1

The learner will design a writing lesson using one or more of the following writing strategies: modeled, interactive, guided, then provide an annotation explaining how these strategies are used to move students toward independent writing.

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.

<b>Scoring Level</b>	<b>Lesson Plan and Annotation #1 Scoring Criteria</b>
	<ul style="list-style-type: none"> <li>• A copy of the lesson plan and all student handouts.</li> <li>• A summary of how the lesson plan addresses the needs of struggling readers and ELLs</li> <li>• An identification of potential challenges a struggling reader might face during implementation of the lesson and plans for overcoming the challenges. (This could be based on struggling readers in your classroom or struggling readers in general)</li> <li>• An identification of potential challenges an ELL might face during implementation of the lesson and plans for overcoming the challenges. (This could be based on ELL students in your classroom or the needs of ELLs in general)</li> <li>• An annotation explaining how the writing strategies (modeled, interactive, guided) are used to move students toward independent writing.</li> </ul>
<b>4</b>	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
<b>3.5</b>	In addition to score 3.0 performance, partial success at score 4.0 content
<b>3</b>	The learner's submission includes: <ul style="list-style-type: none"> <li>• A copy of the lesson plan and all student handouts.</li> </ul>

	<ul style="list-style-type: none"> <li>• A summary of how the lesson plan addresses the needs of struggling readers and ELLs</li> <li>• An identification of potential challenges a struggling reader might face during implementation of the lesson and plans for overcoming the challenges</li> <li>• An identification of potential challenges an ELL might face during implementation of the lesson and plans for overcoming the challenges</li> <li>• An annotation explaining how the writing strategies (modeled, interactive, guided) are used to move students toward independent writing.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
<b>2</b>	<p>The learner's submission includes:</p> <ul style="list-style-type: none"> <li>• Incomplete lesson plan documents. Or, some documents are missing</li> <li>• A limited summary of how the lesson plan addresses the needs of struggling readers and ELLs</li> <li>• A narrow identification of potential challenges a struggling reader might face during implementation of the lesson and/or inadequate plans for overcoming the challenges</li> <li>• A narrow identification of potential challenges an ELL might face during implementation of the lesson and/or inadequate plans for overcoming the challenges</li> <li>• Missing or incomplete annotation explaining how the writing strategies (modeled, interactive, guided) are used to move students toward independent writing.</li> </ul>
<b>1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
<b>1</b>	<p>With help, the learner's submission includes:</p> <ul style="list-style-type: none"> <li>• A copy of the lesson plan and all student handouts.</li> <li>• A summary of how the lesson plan addresses the needs of struggling readers and ELLs</li> <li>• An identification of potential challenges a struggling reader might face during implementation of the lesson and plans for overcoming the challenges</li> <li>• An identification of potential challenges an ELL might face during implementation of the lesson and plans for overcoming the challenges</li> <li>• An annotation explaining how the writing strategies (modeled, interactive, guided) are used to move students toward independent writing.</li> </ul>
<b>.5</b>	With help, partial success at score 2.0 content but not at score 3.0 content
<b>0</b>	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

## UNIT 4 ASSESSMENTS

### TOPIC: 4.1.3 Addressing Specific Areas of Need

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#### Difficulties in Writing Chart and Summary

The learner will create a chart with a summary section to demonstrate his/her understanding of how the components of writing are interrelated and how they pose challenges for students with disabilities.

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 Writing Chart and Summary Scoring Criteria
	<ul style="list-style-type: none"> <li>• Includes a two to four sentence description for each component.</li> <li>• Recommends at least three strategies to use with struggling students for each component.</li> <li>• Describes how the components of writing are interrelated.</li> <li>• Explains how the components pose challenges for students with disabilities.</li> </ul>
4	In addition to the requirements indicated in level 3 of this rubric, response <b>demonstrates</b> 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's chart and summary section: <ul style="list-style-type: none"> <li>• Includes a two to four sentence description for each component.</li> <li>• Recommends at least three strategies to use with struggling students for each component.</li> <li>• Describes how the components of writing are interrelated.</li> <li>• Explains how the components pose challenges for students with disabilities.</li> </ul>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's chart and summary section: <ul style="list-style-type: none"> <li>• Includes a two to four sentence description for some but not all components. Or, demonstrates a misunderstanding</li> <li>• Recommends two or less strategies to use with struggling students for each component. Or, demonstrates a misunderstanding</li> <li>• Describes how some but not all of the components of writing are interrelated. Or, describes all but demonstrates a misunderstanding</li> <li>• Explains how some but not all of the components pose challenges for students with disabilities. Or, demonstrates a misunderstanding</li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner's chart and summary section: <ul style="list-style-type: none"> <li>• Includes a two to four sentence description for each component.</li> <li>• Recommends at least three strategies to use with struggling students for each component.</li> <li>• Describes how the components of writing are interrelated.</li> <li>• Explains how the components pose challenges for students with disabilities.</li> </ul>
.5	With help, partial success at score 2.0 content but not at score 3.0 content

<b>0</b>	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

## UNIT 5 ASSESSMENTS

### TOPIC: 5.1.2 Writing Genres

#### Lesson Plan and Annotation #2

The learner will design a lesson implementing a graphic organizer(s) for writing. Then, write an annotation explaining how graphic organizers are used to support students' comprehension and understanding of fiction and non-fiction text structures.

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	Lesson Plan and Annotation #2 Scoring Criteria
	<ul style="list-style-type: none"> <li>• A copy of the lesson plan and all student handouts.</li> <li>• A summary of how the lesson plan addresses the needs of struggling readers and ELLs</li> <li>• An identification of potential challenges a struggling reader might face during implementation of the lesson and plans for overcoming the challenges. (This could be based on struggling readers in your classroom or struggling readers in general)</li> <li>• An identification of potential challenges an ELL might face during implementation of the lesson and plans for overcoming the challenges. (This could be based on ELL students in your classroom or the needs of ELLs in general)</li> <li>• An annotation explaining how graphic organizers are used to support students' comprehension and understanding of fiction and non-fiction text structures.</li> </ul>
<b>4</b>	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
<b>3.5</b>	In addition to score 3.0 performance, partial success at score 4.0 content
<b>3</b>	<p>The learner's submission includes:</p> <ul style="list-style-type: none"> <li>• A copy of the lesson plan and all student handouts.</li> <li>• A summary of how the lesson plan addresses the needs of struggling readers and ELLs</li> <li>• An identification of potential challenges a struggling reader might face during implementation of the lesson and plans for overcoming the challenges</li> <li>• An identification of potential challenges an ELL might face during implementation of the lesson and plans for overcoming the challenges</li> <li>• An annotation explaining how graphic organizers are used to support students' comprehension and understanding of fiction and non-fiction text structures.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
<b>2</b>	<p>The learner's submission includes:</p> <ul style="list-style-type: none"> <li>• Incomplete lesson plan documents. Or, some lesson plan documents are missing</li> <li>• A limited summary of how the lesson plan addresses the needs of struggling readers and</li> </ul>

	<p>ELLs</p> <ul style="list-style-type: none"> <li>• A narrow identification of potential challenges a struggling reader might face during implementation of the lesson and/or inadequate plans for overcoming the challenges</li> <li>• A narrow identification of potential challenges an ELL might face during implementation of the lesson and/or inadequate plans for overcoming the challenges</li> <li>• A missing or incomplete annotation explaining how graphic organizers are used to support students' comprehension and understanding of fiction and non-fiction text structures.</li> </ul>
<b>1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
<b>1</b>	<p>With help, the learner's submission includes:</p> <ul style="list-style-type: none"> <li>• A copy of the lesson plan and all student handouts.</li> <li>• A summary of how the lesson plan addresses the needs of struggling readers and ELLs</li> <li>• An identification of potential challenges a struggling reader might face during implementation of the lesson and plans for overcoming the challenges</li> <li>• An identification of potential challenges an ELL might face during implementation of the lesson and plans for overcoming the challenges</li> <li>• An annotation explaining how graphic organizers are used to support students' comprehension and understanding of fiction and non-fiction text structures.</li> </ul>
<b>.5</b>	With help, partial success at score 2.0 content but not at score 3.0 content
<b>0</b>	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

### TOPIC: 5.3.1 Writing Genres (Continued)

#### Touchstone/Mentor Text Resource Chart

The learner will identify and provide a rationale for the selection of touchstone/mentor texts for teaching elements of fiction, elements of nonfiction, and poetry at the K-3, 4-8, and 9-12 grade level.

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	Touchstone/Mentor Text Resource Chart Scoring Criteria
	<ul style="list-style-type: none"> <li>• Identifies at least one text for each grade span (K-3, 4-8, and 9-12) per area (elements of fiction, elements of nonfiction, and poetry)</li> <li>• Includes a rationale for each text.</li> </ul>
<b>4</b>	In addition to the requirements indicated in level 3 of this rubric, response <b>demonstrates</b> in-depth inferences and applications that go beyond what was taught
<b>3.5</b>	In addition to score 3.0 performance, partial success at score 4.0 content
<b>3</b>	<p>The learner' resource chart:</p> <ul style="list-style-type: none"> <li>• Identifies at least one text for each grade span (K-3, 4-8, and 9-12) per area (elements of fiction, elements of nonfiction, and poetry)</li> <li>• Includes a rationale for each text.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0

	content
<b>2</b>	The learner's resource chart: <ul style="list-style-type: none"> <li>• Identifies texts for some but not all grade spans (K-3, 4-8, and 9-12)</li> <li>• Identifies texts for some but not all areas (elements of fiction, elements of nonfiction, and poetry)</li> <li>• Includes a limited rationale for each text. Or, demonstrates a misunderstanding</li> </ul>
<b>1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
<b>1</b>	With help, the learner's resource chart: <ul style="list-style-type: none"> <li>• Identifies at least one text for each grade span (K-3, 4-8, and 9-12) per area (elements of fiction, elements of nonfiction, and poetry)</li> <li>• Includes a rationale for each text.</li> </ul>
<b>.5</b>	With help, partial success at score 2.0 content but not at score 3.0 content
<b>0</b>	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

## UNIT 6 ASSESSMENTS

### TOPIC: 6.1.2 Six Traits Plus One Writing

#### Writing Domains Analysis

The learner will analyze and interpret a student's level of performance on a writing assessment that assesses the following domains: focus, content, organization, style, and conventions.

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	Assessment Implementation and Analysis Summary Scoring Criteria
	<ul style="list-style-type: none"> <li>• A copy or description of the assessment assignment</li> <li>• A copy of the student's completed assessment</li> <li>• An analysis of the student's performance including strengths and weaknesses for the following domains: focus, content, organization, style, and conventions based on the domain-scoring rubric.</li> <li>• Recommendations for helping the student improve his/her writing performance</li> </ul>
<b>4</b>	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
<b>3.5</b>	In addition to score 3.0 performance, partial success at score 4.0 content
<b>3</b>	The learner's submission includes: <ul style="list-style-type: none"> <li>• A copy or description of the assessment assignment</li> <li>• A copy of the student's assessment</li> <li>• An analysis of the student's performance including strengths and weaknesses for the</li> </ul>

	<p>following domains: focus, content, organization, style, and conventions based on the domain-scoring rubric.</p> <ul style="list-style-type: none"> <li>• Recommendations for helping the student improve his/her writing performance</li> </ul>
<b>2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
<b>2</b>	<p>The learner's submission includes:</p> <ul style="list-style-type: none"> <li>• Incomplete or missing documents</li> <li>• A partial analysis of the student's performance that includes strengths and weaknesses for some but not all of the following domains: focus, content, organization, style, and conventions based on the domain-scoring rubric. Or, the rubric was not used.</li> <li>• Limited recommendations for helping the student improve his/her writing performance. Or, response demonstrates a misunderstanding</li> </ul>
<b>1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
<b>1</b>	<p>With help, the learner's submission includes:</p> <ul style="list-style-type: none"> <li>• A copy or description of the assessment assignment</li> <li>• A copy of the student's assessment</li> <li>• An analysis of the student's performance including strengths and weaknesses for the following domains: focus, content, organization, style, and conventions based on the domain-scoring rubric.</li> <li>• Recommendations for helping the student improve his/her writing performance</li> </ul>
<b>.5</b>	With help, partial success at score 2.0 content but not at score 3.0 content
<b>0</b>	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

**TOPIC: 6.3.1 Assessing Writing**

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**Intervention Plan**

The learner will evaluate student data and develop an intervention plan for helping a struggling writer including how technology can be integrated as a support.

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	Intervention Plan Scoring Criteria
	<ul style="list-style-type: none"> <li>• An analysis of the student’ writing addressing the following areas:               <ul style="list-style-type: none"> <li>○ Handwriting and Appearance</li> <li>○ Spelling</li> <li>○ Usage</li> <li>○ Vocabulary</li> <li>○ Organization and Ideation</li> <li>○ Supplementary Analyses</li> </ul> </li> <li>• Recommendations addressing the following areas:               <ul style="list-style-type: none"> <li>○ Accommodations (if needed)</li> <li>○ Handwriting and Appearance</li> <li>○ Spelling</li> <li>○ Usage</li> <li>○ Vocabulary</li> <li>○ Organization and Ideation</li> <li>○ Technology (A description of how technology could be integrated to support the student’s writing development.)</li> </ul> </li> </ul>
4	In addition to the requirements indicated in level 3 of this rubric, response <b>demonstrates</b> 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 presents:</p> <ul style="list-style-type: none"> <li>• An analysis of the student’ writing addressing the following areas:               <ul style="list-style-type: none"> <li>○ Handwriting and Appearance</li> <li>○ Spelling</li> <li>○ Usage</li> <li>○ Vocabulary</li> <li>○ Organization and Ideation</li> <li>○ Supplementary Analyses</li> </ul> </li> <li>• Recommendations addressing the following areas:               <ul style="list-style-type: none"> <li>○ Accommodations (if needed)</li> <li>○ Handwriting and Appearance</li> <li>○ Spelling</li> <li>○ Usage</li> <li>○ Vocabulary</li> <li>○ Organization and Ideation</li> <li>○ Technology (A description of how technology could be integrated to support the</li> </ul> </li> </ul>

	student's writing development.)
<b>2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
<b>2</b>	<p>The learner presents:</p> <ul style="list-style-type: none"> <li>• An analysis of the student' writing addressing some but not all of the following areas: <ul style="list-style-type: none"> <li>○ Handwriting and Appearance</li> <li>○ Spelling</li> <li>○ Usage</li> <li>○ Vocabulary</li> <li>○ Organization and Ideation</li> <li>○ Supplementary Analyses</li> </ul> </li> <li>• Recommendations addressing some but not all of the following areas: <ul style="list-style-type: none"> <li>○ Accommodations (if needed)</li> <li>○ Handwriting and Appearance</li> <li>○ Spelling</li> <li>○ Usage</li> <li>○ Vocabulary</li> <li>○ Organization and Ideation</li> <li>○ Technology (A description of how technology could be integrated to support the student's writing development.)</li> </ul> </li> </ul>
<b>1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
<b>1</b>	<p>With help, the presents:</p> <ul style="list-style-type: none"> <li>• An analysis of the student' writing addressing the following areas: <ul style="list-style-type: none"> <li>○ Handwriting and Appearance</li> <li>○ Spelling</li> <li>○ Usage</li> <li>○ Vocabulary</li> <li>○ Organization and Ideation</li> <li>○ Supplementary Analyses</li> </ul> </li> <li>• Recommendations addressing the following areas: <ul style="list-style-type: none"> <li>○ Accommodations (if needed)</li> <li>○ Handwriting and Appearance</li> <li>○ Spelling</li> <li>○ Usage</li> <li>○ Vocabulary</li> <li>○ Organization and Ideation</li> <li>○ Technology (A description of how technology could be integrated to support the student's writing development.)</li> </ul> </li> </ul>
<b>.5</b>	With help, partial success at score 2.0 content but not at score 3.0 content
<b>0</b>	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

**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 facilitator. Note: if a wiki requires collaboration across the span of a unit, the facilitator will not score multiple wiki entries for the same wiki. Instead, a cumulative score will be given for the wiki participation.

<b>Scoring Level</b>	<b>Scoring Criteria</b>
	<ul style="list-style-type: none"> <li>• Completeness</li> <li>• Understanding of Course Content</li> <li>• Application of Course Content</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Completes all aspects of the activity with reflective responses</li> <li>• Entry demonstrates a strong understanding of course concepts</li> <li>• Entry demonstrates definite and appropriate application of course concepts</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, partial success at score 4.0 content
<b>3</b>	<ul style="list-style-type: none"> <li>• Completes all aspects of the activity</li> <li>• Entry demonstrates a clear understanding of course concepts</li> <li>• Entry demonstrates clear application of course concepts</li> </ul>
<b>2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
<b>2</b>	<ul style="list-style-type: none"> <li>• Completes some aspects of the activity</li> <li>• Entry demonstrates some (limited) understanding of course concepts</li> <li>• Entry demonstrates limited evidence of application of course concepts</li> </ul>
<b>1.5</b>	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
<b>1</b>	<ul style="list-style-type: none"> <li>• Even with assistance, does not complete the activity</li> <li>• With help, entry demonstrates little understanding of course concepts</li> <li>• With help, entry demonstrates little evidence of application of course concepts</li> </ul>
<b>.5</b>	With help, partial success at score 2.0 content, but not at score 3.0 content
<b>0</b>	<ul style="list-style-type: none"> <li>• Does not complete the activity</li> <li>• Even with help, entry demonstrates no understanding of course concepts</li> <li>• Even with help, entry demonstrates no evidence of application of course concepts</li> </ul>
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><b>Initial Post (Knowledge and Understanding of Content):</b> 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><b>Replies (Contribution to Online Learning Community):</b> Responds appropriately to three or more peers with insightful information that enriches discussion and demonstrates strong engagement with peers</p> <p><b>Linking Content to Reflective Professional Practice:</b> Establishes strong reflective connections that link content to research-based professional practice</p> <p><b>Writing Conventions:</b> Demonstrates strong control of grammar, mechanics, spelling, and sentence formation</p> <p><b>Timeliness:</b> Submits initial post on time and provides responses on time</p> <p><b>APA format (if required or included voluntarily by student):</b> Citations follow APA guidelines</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p><b>Initial Post (Knowledge and Understanding of Content):</b> 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><b>Replies (Contribution to Online Learning Community):</b> Responds appropriately to at least three students with information that adds to the discussion and engages peers</p> <p><b>Linking Content to Reflective Professional Practice:</b> Establishes reflective connections that link content to research-based professional practice</p> <p><b>Writing Conventions:</b> Demonstrates sufficient control of grammar, mechanics, spelling, and sentence formation</p> <p><b>Timeliness:</b> Submits initial post on time and provides responses on time</p> <p><b>APA format (if required or included voluntarily by student):</b></p>

	Citations follow APA guidelines
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p><b>Initial Post (Knowledge and Understanding of Content):</b> 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><b>Replies (Contribution to Online Learning Community):</b> Responds appropriately to three students with information but lacks sufficient insight to engage peers</p> <p><b>Linking Content to Reflective Professional Practice:</b> Makes reflective comments that do not clearly link content to research-based professional practice</p> <p><b>Writing Conventions:</b> Demonstrates limited control of grammar, mechanics, spelling, and sentence formation</p> <p><b>Timeliness:</b> Does not submit initial post on time and/or does not provide responses on time</p> <p><b>APA format (if required or included voluntarily by student):</b> 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><b>Initial Post (Knowledge and Understanding of Content):</b> 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><b>Replies (Contribution to Online Learning Community):</b> Responds appropriately to three or more peers with insightful information that enriches discussion and demonstrates strong engagement with peers</p> <p><b>Linking Content to Reflective Professional Practice:</b> Establishes strong reflective connections that link content to research-based professional practice</p> <p><b>Writing Conventions:</b> Demonstrates strong control of grammar, mechanics, spelling, and sentence formation</p> <p><b>Timeliness:</b> Submits initial post on time and provides responses on time</p> <p><b>APA format (if required or included voluntarily by student):</b> 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

## Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective 1: Written Reflection	0-4	5%
Objective 2: Lesson Implementation and Annotation #1	0-4	15%
Objective 3: Difficulties in Writing Chart And Summary	0-4	10%
Objective 4: Lesson Implementation and Annotation #2	0-4	15%
Objective 5: Touchstone/Mentor Text Resource Chart	0-4	15%
Objective 6: Assessment Implementation and Analysis Summary	0-4	15%
Objective 7: Intervention Plan	0-4	15%
Learning Logs/Wikis	0-4	5%
Discussions	0-4	5%

### 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: \_\_\_\_\_