



**CSULB, COLLEGE OF EDUCATION,  
DEPARTMENT OF TEACHER EDUCATION**  
EDEL 442: Teaching and Learning Language Arts, K-8, Fall 2020

<b>Instructor:</b> Dr. Jill M. Isbell	
<b>Office:</b> Email, Monday through Friday, 9am-4pm	<b>Email:</b> jill.isbell@csulb.edu
<b>Course:</b> EDEL 442: Teaching and Learning Language Arts, K-8 (RICA)	<b>Prerequisite:</b> Admission to the Multiple Subject Credential Program
<b>Class Days/Times:</b> 24/7	<b>Term:</b> Fall 2020

**Vision:**  
Equity & Excellence in Education

**Mission:**  
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

**Prerequisites:** Admission to the Multiple Subject Credential Program

**Course Description:**  
Language arts and visual/performance arts curriculum; developmentally appropriate practice, assessment- and research-based instruction in culturally/linguistically diverse classrooms; English Language Development; SDAIE; relationships among oral language, writing, spelling, reading, literature, and technology. Ten hours' fieldwork in K-8 classroom with a minimum 25% English Learners required. Letter grade only (A-F). Course fee may be required.

**Syllabus:**  
You are responsible for the information and requirements in the syllabus, course calendar, criteria stated in assignment rubrics, and announcements and course material displayed on BeachBoard. The syllabus represents a contractual agreement between the student and the instructor. Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus.

**Student Learning Outcomes (SLO):**  
Upon successful completion of this course, Teacher Candidates will be able to:

**SLO 1-Lesson Design and Assessment**

1. Written lesson plan that is clear, complete, and standards-based (TPE 3.1)
2. Lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)
3. Lesson plan that includes a formative assessment tool and clear plan for summative assessment that allows Teacher Candidates to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)

4. Lesson plan that includes a step-by-step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis (TPE 4.4)
5. Include plans for engaging Teacher Candidates, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)
6. Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup at tiers 1 & 2 (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
7. Lesson plan includes opportunities for Teacher Candidates to actively think critically and work collaboratively (TPE 1.5, 4.6)
8. Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)
9. Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)

### **SLO 2-Lesson Implementation and Assessment**

1. Lesson is taught in alignment with specified standards (TPE 4.3)
2. Objective/Learning Target is clearly communicated to all Teacher Candidates (TPE 3.1, 3.2, 4.4)
3. Materials are prepared and utilized effectively (TPE 4.3)
4. Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
5. A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
6. The results of active participation strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)
7. Teacher Candidates are engaged in self-assessment (TPE 4.5, 5.3)
8. Uses appropriate wait time during questioning (1.5, 1.6)
9. Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

### **SLO 3-Classroom Management and Environment**

1. Teaches, reteaches, or reinforces rules, procedures, and routines (TPE 2.1, 2.2, 2.6)
2. Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)
3. Effectively implements proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)
4. Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

### **SLO 4-Professionalism**

1. Arrives on-time and prepared to engage in instruction (TPE 6.8)
2. Conducts regular reflection on performance (TPE 6.1)
3. Establishes professional learning goals (TPE 6.3)
4. Learns to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
5. Models ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
6. Learns how to engage with parents (TPE 1.2, 2.6, 5.5, 6.4)

### **Required Texts:**

- Tompkins, G. (2016). *Language Arts: Patterns of Practice (9<sup>th</sup> ed)*. Boston, USA. Pearson. ISBN: 978-0-13-384662-1
- Zarrillo, J. (2011). *Ready for revised RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Columbus, Ohio: Merrill/Prentice Hall. ISBN: 9780137008681

- California State Department of Education (2002). *Visual and performing arts framework for California Public Schools, K-12*. <https://www.cde.ca.gov/be/st/ss/index.asp>
- California Common Core State Standards - English Language Arts. <http://www.cde.ca.gov/be/st/ss/documents/finalesccsstandards.pdf>

### **Technology:**

- The class will be using BeachBoard D2L for communication, dissemination of course materials, and access to web-based resources.
- All Teacher Candidates must sign-up for BeachBoard access via their CSULB Internet account. Login at <http://beachboard.csulb.edu>
- You will also be able to access email free of charge via <https://daf.csulb.edu/email/>. You need to use your CSULB email account for all correspondence.
- Recommended browsers: For Windows PC-Internet Explorer; For Mac-Safari.

### **Technical Assistance: Please do not email the instructor with technology issues.**

For BeachBoard, please contact the Technology Help Desk using their online form – [http://web.csulb.edu/divisions/aa/academic\\_technology/thd/contact/](http://web.csulb.edu/divisions/aa/academic_technology/thd/contact/) or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

### **Computer Access:**

Two open access computer labs are available for current CSULB Teacher Candidates. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for Teacher Candidates needing to use a computer. Visit the Open Access Computing Facilities - <http://www.csulb.edu/library/guide/computing.html> website for an extensive list of all available software installed in both computer labs.

### **BeachBoard Access:**

To access this course on BeachBoard - <https://bbcsulb.desire2learn.com/> you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to BeachBoard - <https://bbcsulb.desire2learn.com/> with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to CSULB - <http://www.csulb.edu/>'s homepage and clicking on the BeachBoard link at the top of the page. Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

### **S4@ The Beach:**

ALL credential candidates are required to submit their fieldwork placement forms on S4@ The Beach. Please submit the following:

1. Indicate your fieldwork site on S4 @ The Beach and complete the Placement Confirmation Form.
2. Submit a time log by the end of the semester. To submit the time log, candidates must indicate the total number of hours they spent in the field for each course and upload verification to S4@ The Beach. Candidates are encouraged to complete and submit the College of Education Fieldwork Verification form available on the Office of Clinical Practice website.
3. Submit annotated video bibliography of at least 10 video viewed and reflected on. Videos will be provided by the instructor.
4. Information on how to indicate your fieldwork site (placement) and complete the time log can be found on the Office of Clinical Practice website at [www.csulb.edu/ocps4](http://www.csulb.edu/ocps4).

## Description of Assignments

### Field Experience, Clinical 2:

- In response to the global pandemic, this course has been modified. Instead of working with a small group of students, you will complete *Alternative Assignments* (viewing videos, analyzing teaching and student work, writing lesson plans, participating in collaborative discussions). Detailed descriptions of each lesson will be on Beachboard.
- An annotated video bibliography and the following hours will be reported to S4@thebeach to meet CTC requirements.
- Alternative Assignment Equivalency Hours:

Spelling and Writing Assessment	1 hour
ELD Lesson & Video	2 hours
Writing Process & Video (Signature Assignment)	3 hours
Video Viewing and Annotated Bibliography	4 hours
<b>Total Hours:</b>	<b>10 hours</b>

### Discussion Board (14 weeks x 4 pts. = 56 point possible):

- Teacher Candidates will respond to a weekly prompt on the Discussion Board by 11:59pm each Thursday
- Teacher Candidates will respond to a minimum of two other classmate's post by 11:59pm that Sunday
- Teacher Candidates are required to read all posts. Initial posts and responses will be monitored for participation credit.
- **Participation Grades:**
  - Initial Post of at least 200 words (2 pts. Each week)
  - 2 substantive replies to classmates (1 pt. each per week = 2 pts. per week)

### Spelling and Writing Assessment (10 points possible):

- Alternate assignment due to pandemic: Teacher candidates will analyze two writing samples from a first-grade student.
- Use multiple forms of on-going, authentic assessment of the stages of spelling.
- Identify a child's strengths and needs and make recommendations for spelling and/or grammar; and writing instruction. See example on Beachboard.

### Reading Response Journals (5 total x 3 pts each; #6 is extra credit=15 points possible; and, 3 extra credit):

- Please read thoroughly all the assigned readings for each week (see the course schedule). In each response journal, you need to:
  1. State at least 3 important points you have learned from the readings. These 3 main points should be related to the aspect(s) of reading instruction and/or reading process covered in the readings. They should be about writing, spelling, vocabulary, and oral language development, which are the foci of EDEL 442 *Teaching Language Arts, K-8*.
  2. Number and state each important point, then respond to it. Use the following questions to guide your response.  
Do you agree or disagree with . . . ? Why?  
How do the points challenge you to think about your beliefs about . . . ?

How do the points support or do not support what you have experienced/observed in classrooms?  
Why are these points important to you?

What do these points remind you of?

3. Your response journal should be NO FEWER than 400 words.
4. Submit your response journal to the Dropbox. Late Response Journals will receive 0 points.

### **Literature Unit (60 points possible total):**

1. **Choice of Text:** See Beachboard for guidelines and examples
2. **ELA/ELD Lesson:** Learning new nouns and verbs using ELD strategies.
  - Alternate assignment due to pandemic: Using any video conferencing tool (Zoom, FaceTime, Google Duo, etc.), the “teacher” will teach the ELA Lesson to the “student”. Your “student” can be a child, friend, family member, roommate, etc.
  - Teacher Candidates will record themselves practicing the lesson (< 5 minutes). Upload the video to Dropbox. (10 points)
  - You will write a formal lesson plan (10 points) based upon the ELA standards. During your lesson, you will utilize strategies to foster comprehension and fluency for English Learners (ELs): Total Physical Response and Using Realia/Visuals.
  - You will select two sets of words (four verbs and four nouns) for a minimum of eight (8) total words from your children's storybook to teach using ELD techniques.
  - Your lesson will be taught in three parts:
    - In Part A, you will teach selected verbs using a technique called Total Physical Response (TPR).
    - In Part B, you will provide realia or visuals to teach nouns.
    - Part C will be a game to develop fluency with your nouns and verbs.
3. **Graphic Organizer:** create a graphic organizer that supports the comprehension of your text. This graphic organizer will later support the writing process of your Signature Assignment. (10 points).
4. **VAPA Lesson:** This part of your literature study unit moves "beyond" the selected work of children's literature, but it remains based upon the book. Specially Designed Academic Instruction in English (SDAIE) refers to a collection of strategies applied to teach subject area content to ELs. In this case, the content will be derived from the Visual & Performing Arts Framework (visual arts, drama, dance, music).
  - Using a theme, idea, or artistic technique found in the storybook, you will create a VAPA project that includes grade level VAPA and ELA standards.
  - Alternate assignment due to pandemic: You will not submit a lesson plan, but you will post pictures of the activities and final product(s) to the Discussion Board and Dropbox. TPEs: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. See examples on Beachboard.
5. **Virtual Field Trip:** Taking inspiration from your picture book, you will choose a content area and integrate it with ELA and technology. See example on Beachboard. (10 points)
  - Alternate assignment due to pandemic: You will upload your Virtual Field Trip to Discussion Board and provide feedback to at least 5 other classmate’s Virtual Field Trips. You must include the following:
    - Content Area, Subject, Grade Level, ELA Standards, Content Area Standards,
    - Basic facts about that topic (examples: population, demographic info, significance of topic, etc.), Places to visit in that location or places to visit to learn about the topic (examples: cities, buildings, museums, statues), Pictures and images, and a culminating activity.
    - You must include links to external sources. That is what makes the field trip interactive!
    - Failure to do so will result in a significant grade reduction.

6. **Literature Unit Planner/Graphic Organizer/Brainstorm Map:** The above assignments are *part* of a unit plan based on one text. You will create a Brainstorm Map to complete the unit, including the above items. See Tompkins text pages 363 and 365 (Chapter 12) and Beachboard for what detail to include. (10 points)

**Signature Assignment: Process Writing: Instruction, Assessment, and Reflection (25 points possible; 20 pts. From rubric score and 5 points for video submission)**

- Alternate assignment due to pandemic: You will pair with a “student”. Your “student” can be a child, friend, family member, roommate, etc.
- Using any video conferencing tool (Zoom, FaceTime, Google Duo, etc.), the “teacher” and “student” will select a focus for the writing based on the book from the Literature Unit.
- The “teacher” will walk the “student” through the entire writing process: prewrite, draft, revise, edit and publish. Your first task will be using the graphic organizer you created from the Literature Unit to guide the “student’s” writing.
- See Appendix A for requirements and rubric.
- **NO LATE SUBMISSIONS OF THE SIGNATURE ASSIGNMENT WILL BE ACCEPTED.**

### Course Policies and Requirements

Teacher candidates are expected to demonstrate professionalism in the following ways:

#### Grading Policy:

- No late Discussion Board posts will be accepted.
- Grades are determined based on specific evaluation rubrics for each assignment. On time submissions are eligible for full credit. **Late submissions, within one week of the deadline, will be penalized by 20%.** At the instructor’s discretion, a student may resubmit up to two assignments for a higher grade. However, resubmitted assignments are not eligible for full credit and will also receive a penalty of a 20% deduction. **No assignments will be accepted seven days after the due date unless an agreement has been made between the instructor and the teacher candidate. Any assignment posted seven days after the due date will not be graded.**
- All assignments are to be typed in Times New Roman; 12-point font, double spaced, and uploaded to BeachBoard except when otherwise indicated.
- Assignments are performance-based and graded per specific criteria as stated on Assignment Rubrics.
- Prior to doing any assignment, check Beachboard for guidelines and examples.
- The instructor is more than willing to clarify any questions about assignment criteria.
- Partial or off-topic assignments will not be accepted for grading.
- Keep a copy of each assignment for your own records.

**Evaluation Method:**

Assignment Description	Linked to SLO	Points
Discussion Board (Professionalism/Participation Grade)	SLO #4	56
Response Journals		15
Extra Credit Response Journal		*3
Spelling Assessment	SLO # 2	10
Writing Process Signature Assignment/Video	SLO #2	20 5
ELD Lesson (Literature Unit)/Video	SLO #2	20
Visual & Performing Arts Lesson (Literature Unit)	SLO #2	10
Virtual Fieldtrip (Literature Unit)	SLO #1	10
Comprehension Graphic Organizer (Literature Unit)	SLO #2	10
Unit Brainstorm/Organizer	SLO #2	10
Fieldwork Verification on S4@thebeach w/annotated bibliography	SLOs # 3 & 4	10

Course

**Grading Scale:**

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

**Communication Policy**

Teacher Candidates may post questions to the *Virtual Office* on BeachBoard.

Teacher Candidates may email the instructor, Monday – Friday (9:00am-4:00pm). **The instructor is not obligated to respond to emails or questions in the *Virtual Office* outside of the hours posted. The instructor does not work on weekends.**

**Plagiarism/Academic Integrity Policy:**

Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. The University policy on Cheating and Plagiarism (PS 85-19) is summarized in the Schedule of Classes:

[http://web.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2008/02/](http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/)

**University Withdrawal Policy:**

Class withdrawals during the final three weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate. Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the CSULB Course Catalog to get familiar with the policy:

[http://web.csulb.edu/divisions/aa/catalog/current/academic\\_information/class\\_attendance.html](http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html)

**Attendance Policy:**

Teacher Candidates are expected to visit BeachBoard a minimum of two times a week. Daily visitations to our site are encouraged. Please refer to and get familiar with the following

[http://web.csulb.edu/divisions/aa/catalog/current/academic\\_information/class\\_attendance.html](http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html)

Excused absences will be granted only if written evidence (e.g. a doctor's written notice, a letter for jury duty, or a copy of a funeral program) is provided in a timely manner. (University Attendance Policy, PS 01-01, defines excused absences as 1) illness or injury to the student; 2) death, injury, or serious illness of an immediate family member or the like; 3) religious reasons (California Educational Code section 89320); 4) jury duty or government obligation; 5) University sanctioned or approved activities.)

**Teacher Candidates missing three or more posts (classes) will be advised to drop the class and retake it in a subsequent semester.**

### **Statement Regarding Students with Disabilities**

Students with a disabilities or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562.985.5401, or via email at [BMAC@csulb.edu](mailto:BMAC@csulb.edu). The BMAC will work with you to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

**If you require accommodations, you must advise the instructor on the first day of class.**

**I look forward to a successful semester!**



# Appendix A



## Multiple Subject Credential Program

### Signature Assignment for EDEL 442: Teaching Language Arts

#### *Process Writing: Instruction, Assessment, and Reflection*

#### Program Learning Outcome Assessed:

##### SLO 2-Lesson Implementation and Assessment

1. Lesson is taught in alignment with specified standards (TPE 4.3)
2. Objective/Learning Target is clearly communicated to all Teacher Candidates (TPE 3.1, 3.2, 4.4)
3. Materials are prepared and utilized effectively (TPE 4.3)
4. Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
5. A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
6. The results of active participation strategies are used to adjust the instruction (TPE 1.8, 5.1, 5.2)
7. Teacher Candidates are engaged in self-assessment (TPE 4.5, 5.3)
9. Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

#### Alternative Assignment due to Pandemic: Directions for Teacher Candidates

1. Each of you will be find a “student”. This can be a relative, roommate, child, etc. You should communicate with your “student” to determine a mutually agreed upon schedule.
2. You will utilize your Literature Unit text for this writing assignment:
3. Then, you will take the role of “teacher” and your “student” will pretend to be the appropriate age for your text. You will record each other, using any video conferencing tool (Zoom, FaceTime, Google Duo, etc.) and post 5 minutes or less of your lessons.
4. The “teacher” and “student” will select a focus for the writing (refer to Signature Assignment PowerPoint in our Signature Assignment Content Tab).
5. The “teacher” will walk the “student” through the entire writing process: prewrite, draft, revise, edit and publish.
  - \* Use Writing and Language standards appropriate for your student and text.
6. Write your reflection and upload scanned copies of your “student’s” writing which reflects each stage of the writing process (see below for detailed directions).

#### 1) Writing Instruction and Assessment

Your “student” will participate in a writing process and writing assessment activity. You have two options. Please choose from the following:

**A)** A published **book** from your “student” that will be submitted for this assignment. In addition, evidence of the writing process (drafts) must be turned in.

Requirements include:

- Evidence of effective writing instructional strategies
- Applied formative, summative, and student self-assessment
- Appropriate use of available technology
- A bound or digital book
- Prewriting

- Rough drafts
- Edited piece
- Final copy of the writing (must be typed)

**OR...**

**B)** A published writing piece from your “students” that will be submitted for this assignment. In addition, evidence of the writing process (drafts) must be turned in.

Requirements include:

- Evidence of effective writing instructional strategies
- Applied formative, summative, and student self-assessment
- Appropriate use of available technology
- Prewriting
- Drafting
- Revising
- Editing
- Publishing (final copy of the writing must be typed)

## **2) Reflection and assessment**

Includes formative, summative, and student self-assessment and analysis of the Writing Instruction and Assessment activity.

### **DIRECTIONS FOR THE REFLECTION AND SELF-ASSESSMENT ESSAY:**

- To complete this assignment, write a reflective analysis about the writing instruction and assessment experience.
- Discuss the relationship between collecting and analyzing assessment data to providing instructional adaptations for your “student”.
- Discuss how your experience is informed by theory and practice by making reference to your readings in the required textbook, and to RICA Content Specifications.

### **Required Expectations**

As part of this project you should provide the following: (1) an appropriate and detailed language objective, (2) clearly identified writing strategies (3) evidence of the writing process (pre-writing, drafts, revising, editing), (4) final typed copy of book or published writing and (5) reflective analysis and assessment. It is expected that you will use your discipline specific knowledge to make decisions about adaptations and generated rationale statements.

**Scoring Rubric: Analytic Scoring Rubric for EDEL 442 Signature Assignment**

SLO 2 Lesson Implementa- tion and Assessment Measured	0 = Can't Score	1 = Does Not Meet Expectations	2 = Meets Some Expectations	3 = Meets Expectations	4 = Exceeds Expectations
<b>Teaching Objective</b> TPEs: 3.1, 3.2, 4.3, 4.4, 4.7	Missing or off-topic submission	Objective is not clearly communicated.  Lack of critical thinking and participation strategies throughout the lesson.	Objective is communicated.  Provides minimal critical thinking questioning and participation strategies and/or are weakly connected throughout the lesson.	Objective is communicated.  Provides some critical thinking questioning strategies and some effective participation strategies throughout lesson.	<b>Objective</b> is clearly communicated to students.  A variety of <b>critical thinking questioning strategies</b> and multiple, effective active <b>participation strategies</b> (engagement/data-gathering) are used throughout lesson.
<b>Assessment</b> TPEs: 1.8, 4.4, 4.5, 4.8, 5.1, 5.2	Missing or off-topic submission	Focus Student did not self-assess writing.  Teacher used assessment tools and recorded data inaccurately.	Little evidence of Focus Student self-assessment on their writing.  Teacher used one assessment tool and recorded partial data accurately.	Focus Student applied self-assessment to their writing at some point in the process.  Teacher applied few formative and summative assessment tools and clearly recorded data accurately.	Focus Student engaged in <b>self-assessment</b> .  Teacher used <b>formative assessment</b> tools and reporting assessment data (the writing process).  Teacher used <b>summative assessment</b> to identify strengths and needs.
<b>Instructional Strategies and Technology</b> TPEs: 3.1, 3.7, 3.8, 4.3, 4.7, 4.8, 5.3, 5.4	Missing or off-topic submission	Writing instructional strategies were not included.  Recommendations were inconsistently, or not aligned with state standards or assessments; no technology is included.	Applied one writing instructional strategy.  Recommendations were partially aligned with state standards or assessments; little to no technology is included.	Applied a few writing instructional strategies and were accurately cited.  Recommendations were aligned with state standards and assessments and include evidence of instructional technology.	Teacher applied various <b>writing instructional strategies</b> appropriately and accurately cited each strategy.  <b>Recommended strategies and activities</b> were aligned with state standards, available technology, differentiated, and developmentally appropriate.
<b>Reflection and Application</b> TPEs: 1.8, 5.1, 5.2	Missing or off-topic submission	Reflection demonstrates confusion about differentiated instructional practice.	Reflection demonstrates minimal insight and/or understanding of differentiated instructional practice.	Reflection demonstrates insight and/or understanding of differentiated instructional practice.	Insightful <b>reflective analysis</b> demonstrates instructional adjustments based on understanding of the writing process and assessment results
<b>Professionalism</b> TPE: 6.4	Missing	Paper is disorganized and does not follow formatting. Academic language is not used. Frequent errors throughout the paper.	Paper is disorganized and/or does not follow formatting as stated in syllabus. Academic is not used. Various grammar, syntax, punctuation, and spelling errors.	Paper is organized and follows formatting as stated in the syllabus. Academic language is used and includes minimal grammar, syntax, punctuation, and spelling errors.	Paper is <b>well organized</b> (using the headings and subheadings) and follows <b>formatting</b> as stated in the syllabus. <b>Academic language</b> is used and free of grammar, syntax, punctuation, and spelling <b>errors</b> .

**Legend**

<b>Total Points</b>	<b>College of Education Assessment Scale Equivalent</b>
<b>16-20</b>	4 (Exceeds Expectations)
<b>11-15</b>	3 (Meets Expectations)
<b>7-10</b>	2 (Meets Some Expectations)
<b>3-6</b>	1 (Does Not Meet Expectations)
<b>0-2</b>	0 (Can't Score)