



**CSULB, COLLEGE OF EDUCATION, DEPARTMENT OF TEACHER EDUCATION
Spring 2018**

**EDEL 442-03: Teaching and Learning Language Arts, K-8 (RICA)
(3 units)**

**Wednesdays 7:00-9:45
LA5-359**

Dr. Lidiana Portales Blair

Office: ED2 – 210

E-mail: Lidiana.PortalesBlair@csulb.edu

Office Hours:

Tuesdays 3:00pm-4:00pm

Thursdays 3:15-4:15pm

Before and after class, by appointment

Other office hours also available by appointment

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.

Prerequisite: 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.

Students are now referred to as “Teacher Candidates”

1/22/18

EDEL 442

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Portales Blair

Student Learning Outcomes (SLO):

Upon successful completion of this course, students 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 students 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 students, 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 students 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 students (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. Students 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:

- Cox, C. (2014). Seventh Edition. *Teaching language arts: A student- and response-centered classroom*. Boston, MA: Allyn & Bacon. ISBN: 9780133066807
- Zarrillo, J. (2017). Fourth edition. *Ready for revised RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Columbus, Ohio: Merrill/Prentice Hall. ISBN: 9780134205199

Recommended Texts:

- California State Department of Education (2014). *SBE-Adopted ELA/ELD Framework*. Available through: <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- Boyd-Batstone, P. (2015). *Teaching ELLs to Read, K-5: Strategies to Meet the Common Core*. New York, NY: Routledge. ISBN: 1138017698

Recommended Readings:

- 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/finaelacssstandards.pdf>

Technology:

- The class will be using BeachBoard D2L for communication, dissemination of course materials, and access to web-based resources.
- All students 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.

Technical Assistance:

BeachBoard, please contact the Technology Help Desk using their online form – 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 students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer.

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.

Description of Assignments

Signature Assignment: Process Writing: Instruction, Assessment, and Reflection

- See Appendix A for requirements and rubric.

Reading Log:

- Reading logs will be due before the start of class on the day they are due. Reading logs should be submitted to the BeachBoard Dropbox. Students should use the Reading Log Template on BeachBoard.

Anecdotal Record and Assessment:

- Build a standards-based (California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) formative anecdotal record of an ELL and a student who presents an instructional challenge, recording a minimum of 5-8 observations as these pertain to language and literacy development
- Identify each EL child's level of English language proficiency, strengths, and needs, and make recommendations for language and literacy instruction to produce a summative statement
- Describe accommodations for a student in an under-represented population and student with special needs, in the area of language and literacy

Spelling and Writing Assessment:

- 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.
- Write a reflective essay making links between recommendations for spelling and/or grammar; and writing instruction and standards-based (California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) practices and theory.

Language Arts/Literature Unit:

- Write three lesson plans as part of a literature unit with lessons incorporating literary-response, visual and performing arts, English language development (ELD), Specially Designed Academic Instruction in English (SDAIE), and an overview statement of how students who are English learners, under-represented populations and students with special needs can participate meaningfully in unit learning experiences
- Select quality multicultural literature for unit
- Describe accommodations for instruction for EL (e.g. graphic organizers for ELD), content area strategies (SDAIE), and adaptations/modifications for students with disabilities.
- Include forms of on-going, authentic, formative, and summative assessment
- 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 one 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.

Virtual Fieldtrip (Computer Application Project)

- Create a Virtual Fieldtrip integrating technology, English Language Arts and standards from another content area.
- Create a standardized rubric for assessment

Field Experience, Clinical 2: Hours completed after program admission, but before student teaching. These hours include fieldwork completed in pedagogy/methods courses with small group instruction.

Course Policies and Requirements

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

Policy on Attendance

Attendance at all classes is expected. Attendance is worth 10 points per class. You will receive the 10 points provided that you are on time to class and do not leave early. It is each student's responsibility to sign the attendance sheet at the beginning of class; those who forget to sign in or arrive later than 10 minutes will not be awarded points. Students leaving earlier than 10 minutes before the end of class will lose their points. One attendance grade will be dropped at the end of the semester for everyone; therefore, you may miss one class without penalty.

Students who miss three classes or more for unexcused reasons will receive a full grade deduction in their final course grade regardless of their overall points in the class. All students will be required to provide written documentation to make up attendance for excused absences for medical, religious, or other compelling reasons.

Policy on Late Assignments and Make-ups

Late assignments, turned in after the due date stated in the syllabus, will have a full letter grade deducted for every day that they are late. **No late assignments will be accepted after a week.**

In-Class Course Work

Professional dispositions include display of courtesy toward the instructor and classmates, punctual attendance, observance of due dates, flexibility regarding field experience activities, and unanticipated changes in the course calendar.

Participation includes demonstration of active contribution to small group and whole class discussion, posing clarification, reflective, and/or information-seeking questions, and communicating ideas or concerns with the instructor.

Field Experience Assignment

Professional dispositions include display of appropriate demeanor in interacting with children at all times (e.g., use of oral and written communication, attitude toward teaching, learning, students, and physical space, overall attire), awareness of one's personal values and biases, and modeling of ethical behaviors.

Preparedness for assignments is essential to quality field experience teaching. Creative teaching is encouraged, but teacher candidate must consult with and seek approval from the classroom teacher prior to implementing a lesson and its accompanying activity. Lack of preparation for field experience teaching (e.g., absence of necessary instructional materials, lesson plan, off-topic instruction, and spur-of-the-moment improvisation) may result in loss of grade points and possible removal from field experience.

Long Beach Unified School District is now requiring all credential program candidates who are completing fieldwork/observation hours in a LBUSD school, regardless of the number of hours, to be fingerprinted and cleared through the district VIPS (Volunteers in Public Schools) process. If you plan to conduct fieldwork in a LBUSD school this semester, please download the forms in BeachBoard under "LBUSD Requirements" and complete this process immediately.

Evaluation Method:

Assignment Description	Linked to SLO	Points
Reading Logs	SLO #4	25
In Class Participation	SLO #4	20
Spelling Assessment	SLO # 2	20
Writing Process Signature Assignment	SLO #2	40
ELD Lesson (Literature Unit)	SLO #2	20
Visual & Performing Arts Lesson (Literature Unit)	SLO #2	20
Virtual Fieldtrip (Literature Unit)	SLO #1	20
Fieldwork Verification Form/ Professionalism	SLOs # 3 & 4	20
Anecdotal Records and Assessment	SLO #2	20
Attendance		10 points/class

Course Grading Scale:

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

Communication Policy:

- Students may meet with the instructor during office hours or by appointment.
- Students are expected to ask questions during class and not after. If the student needs to discuss a personal matter, it should be addressed during office hours or via email.

Grading Policy:

- All assignments are to be typed in Times New Roman; 12-point font, double spaced, 1” margins and uploaded to BeachBoard except when otherwise indicated.
- Assignments are performance-based and graded according to specific criteria as stated on Assignment Rubrics.
- Prior to doing any assignment, use the rubric as a checklist for your work.
- 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.

* At the instructor’s discretion, students will be given the opportunity to resubmit up to two (2) assignments for a higher grade. No late papers, off-topic, or incomplete assignments are eligible for rewriting. Inattention to the assignment criteria in the rubric sheet disqualifies a paper for rewriting. Resubmitted assignments are not eligible for full credit and will receive a penalty of a 20% deduction. Students choosing to rewrite an assignment will have a one-week deadline.

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/

University Withdrawal Policy:

Class withdrawals during the final 3 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

Accommodations Needed:

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of the CSULB Disabled Student Services, please see their website - <http://www.csulb.edu/divisions/students/dss/> or contact them via email at dss@csulb.edu or by phone at (562) 985-5401. The policy of the CSU is to make its programs, services, and activities accessible to students, faculty, staff, and the general public who visit or attend a campus-sponsored event, with disabilities. To see the full policy, visit

<http://www.csulb.edu/divisions/students/ati/policies/index.htm>

NO LATE SUBMISSIONS OF THE SIGNATURE ASSIGNMENT OR VIRTUAL FIELD TRIP
WILL BE ACCEPTED

I look forward to a successful semester!

Course Calendar (Subject to Change)

Week	Course Topics/ Readings	Assignments Due	Field Experience
W-1 1/24	*Introductions/Syllabus/Texts *Reading Logs *Fieldwork	*Log on to BeachBoard	*Begin to look for a fieldwork location *See separate directions for LBUSD placement
W-2 1/31	*Standard: English Language Development -ELD Quick Assessment -Spelling Inventory *Journals for collecting writing samples *Selection of Core Book *Standard: Oral English Proficiency *RICA Content Specifications	DUE: *Reading: Cox 1 *Explore ELA standards *BeachBoard readings *Reading Log 1	Complete the following activities by 1/31: *Secure fieldwork location * Gather/purchase materials for fieldwork
W-3 2/7	*Standard: Vocabulary & Concept Dev. -ELD Strategies -Lesson Planning *Differentiated Instruction *Standards Sort (Bring Cox book and picture book to class)	DUE: *Reading: Cox 2 & 5, RICA 2 & 10 *Explore ELD Standards *BeachBoard readings *Reading Log 2	Complete the following activities by 2/7: *Begin fieldwork *Conduct: -ELD Quick Assessment -Spelling Inventory *Journal Writing: <i>All About Me</i>
W-4 2/14	ELD Lesson Conferences	DUE: *Reading: Cox 6, RICA 1 & 3 *BeachBoard readings	Complete the following activities by 2/14: *ELD Vocabulary Lesson -Dev. Meaning of 4 nouns/4 verbs from picture book -Fluency activity *Journal writing: <i>Using newly learned words in sentences and/or drawings</i>
W-5 2/21	*Book Walk *Interactive Read Aloud *Read “Focused ARA” Article by Dr. BB on BeachBoard *Anecdotal Records	DUE: *Reading: Cox 4 *BeachBoard readings *Reading Log 3	Complete the following activities by 2/21: *Conduct Book Walk *Interactive Read Aloud *Journal writing: <i>Predicting or responding to the read aloud</i>

W-6 2/28	*Character Study *Writer's Workshop *Signature Assignment Review	DUE: *Reading: Cox 7 *BeachBoard readings *ELD Vocab. & Concept Dev. Lesson Plan	Complete the following activities by 2/28: *Character Study *Anecdotal Records <i>*Journal Writing: About the Character</i>
W-7 3/7	*Standard: Spelling -Developmental Stages * Spelling Assessment Workshop	DUE: *Reading: Cox 10 & 11 *BeachBoard readings *Character Study Semantic Maps Due	Complete the following activities by 3/7: *Anecdotal Records *Start Writing Project
W-8 3/14	*Visual and Performing Arts (VAPA) *VAPA-ELD/SDAIE Lesson Planning Workshop *Standard: Vocabulary & Concept Dev.	DUE: *Reading: Cox 8 & 9 *BeachBoard readings *Reading Log 4	Complete the following activities by 3/14: *Anecdotal Records *Continue Writing Project
W-9 3/21	*Guided Reading *Independent Reading	DUE: *Reading: Cox 3 *BeachBoard readings *Spelling Assessment Due	Complete the following activities by 3/21: *Continue Writing Project *Anecdotal Records
3/28	No Class – Spring Break		
W-10 4/4	*21 st Century Learners *Special Education Overview *Differentiation *Using Rubrics in the writing process	DUE: *Reading: Ch. 10 - ELA/ELD Framework *BeachBoard readings *Reading Log 5	Complete the following activities by 4/4: *Continue Writing Project *Anecdotal Records
W-11 4/11	*RICA Overview Bring signature assignment from focus student to class Assess the signature assignment using rubric Start working on the reflective essay	DUE: *Reading: Cox 12 *BeachBoard readings	Complete the following activities by 4/11: *Continue Writing Project *Anecdotal Records
W-12 4/18	*Integrating Lessons using Technology Workshop *Independent Writing Building a unit (formative assessment and	DUE: *Reading: Cox 13 *BeachBoard readings	Complete the following activities by 4/18: *Anecdotal Records

	classroom management)	*Signature Assignment Due Submit to TaskStream before 11:59pm on Wednesday, 4/18	
W-13 4/25	*Anecdotal Records Assessment Workshop *Building a unit and differentiating *Wonders Basal Curriculum	DUE: Submit picture for VAPA project	Complete the following activities by 4/25: *Complete unfinished activities *Anecdotal Records
W-14 5/2	*Final Presentations of Virtual Fieldtrips	DUE: Anecdotal Records Assessments Form	Complete the following activities by 5/2: *Virtual Fieldtrip
W-15 5/9	*Final Presentations of Virtual Fieldtrips		

This schedule is subject to change at the instructor's discretion.

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 students (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. Students 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)

Directions for Students

1) Writing Instruction and Assessment

Your students will participate in a writing process and writing assessment activity. You have two options. Please choose from the following based on which is most appropriate for your grade level:

A) A published **book** from at least one focus student will be submitted for this assignment. You will publish books with all four to six of your students, however you will only submit the work from your ELL or instructional challenge focus student. 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 at least one focus student will be submitted for this assignment. You will publish the work with all four to six of your students, however you will only submit the work from your ELL or instructional challenge focus student. 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 one 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, revisions), (4) final 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 Implementation and Assessment Measured	Criteria	0 = Can't Score	1 = Does Not Meet Expectations	2 = Meets Some Expectations	3 = Meets Expectations	4 = Exceeds Expectations
Teaching Objective TPEs: 3.1, 3.2, 4.3, 4.4 4.7	Objective is clearly communicated to all students. A variety of critical thinking questioning strategies and multiple, effective active participation (engagement/data-gathering) are used throughout lesson	Missing or off-topic submission	Objective is not clearly communicated Lack of critical thinking strategies and no active participation	Some or minimal critical thinking strategies and active participation	Includes clear objective, critical thinking strategies and active participation	Objective is clearly communicated to all students Clear and detailed variety of critical thinking questioning strategies and multiple, effective active participation included throughout lesson
Assessment TPEs: 1.8, 4.4, 4.5, 4.8, 5.1, 5.2	-Student engaged in self-assessment -Use of formative assessment tools and reporting assessment data (the writing process) -Summative assessment of identified strengths and needs	Missing or off-topic submission	Student did not self-assess writing Misused assessment tools and recorded data inaccurately	Little evidence of student self-assessment on their writing Used one assessment tool and recorded partial data accurately	Student applied self-assessment to their writing at some point in the process Applied appropriate formative and summative assessment tools and recorded data accurately	Student self-assessment informed multiple phases of the writing process Applied appropriate formative and summative assessment tools and clearly recorded data accurately and in detail
Instructional Strategies and Technology TPEs: 3.1, 3.7, 3.8, 4.3, 4.7, 4.8, 5.3 5.4	Recommended strategies and activities were aligned with state standards, available technology, differentiated, and developmentally appropriate.	Missing or off-topic submission	Recommendations are inconsistently, or not aligned with state standards or assessments; no technology is included	Recommendations are partially aligned with state standards or assessments; little to no technology is included	Recommendations are aligned with state standards and assessments, and includes evidence of instructional technology	Recommendations are aligned with state standards, assessment results, and include available technology, and are individually justified
Reflection and Application TPEs: 1.8, 5.1, 5.2	Reflective analysis demonstrates instructional adjustments based on understanding of the writing process and assessment results	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 reflection that clearly demonstrates an understanding of writing instruction and assessment in accordance with course readings

Legend (example)

Total Points	College of Education Assessment Scale Equivalent
11-12	4 (Exceeds Expectations)
9-10	3 (Meets Expectations)
6-8	2 (Meets Some Expectations)
3-5	1 (Does Not Meet Expectations)
0-2	0 (Can't Score)