MRD 7802 AY 2018 ILA 2010
CAEP Assessment ILA: 2,5

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS

COURSE NUMBER: MRD 7802

COURSE TITLE: Process and Acquisition of Literacy

National Reading Panel: www.nationalreadingpanel.org
Common Core State Standards: http://www.corestandards.org/
APA Link: http://www.apastyle.org

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>70</td>
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</table>

If you would like more precise information regarding the textbook(s) for this class, please visit the bookstore website at http://www.wilmu.edu/bookstore

Many of our texts are now e-texts. This was done to reduce costs for candidates. Please check the bookstore website carefully when ordering texts to make sure that you order all required texts. Some courses will have both e-texts and traditional texts. The bookstore will have the correct listings.

Thank you for choosing to purchase Wilmington’s Pearson Digital Library. To get started go to http://www.pearsoncustom.com/de/wilmington/digitallibrary/education/index.html.

You can either buy an access code card from the library, and redeem it online, or you can purchase access to the Library directly online. Attached is a PowerPoint for your reference to help you register for the Digital Library. You can follow the instructions in the PowerPoint, or watch this short video to see how to get signed up:

http://screencast.com/t/p19LuzgkQs

For more information on how to best utilize your eText, check out this quick video:

http://screencast.com/t/B2iI3t7fy
OFFICE HOURS OR METHOD OF CONTACT:

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

This course is required for the Master of Education: Reading and uses data collected to support the program. ILA standards are represented. Program competencies are the Professional Standards for the degree.

**You WILL need a microphone and headset if you are taking this as a distance course!**

DPAS II Alignment: This course will be used to demonstrate candidates’ experiences relative to the Delaware Performance Appraisal System II. Course standards have been cross walked to the DPAS II Teacher Specialist Components. Each of these rubrics can be found in the Program Documents section of Taskstream. For the MRD program, the alignment is based on the Specialist Rubric.

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstruct inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

Wilmington University Graduation Competencies: Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies.

1. Oral Communication
   1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.
1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

2. **Written Communication**
2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.
2.3 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. **Disciplined Inquiry**
3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

4. **Information Literacy**
4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. **Ethics**
5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

**IDEA Course and Instructor Evaluations:** Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluations that are submitted to you. It is important that you evaluate your progress on these as you move through each course. They correspond to the following items:

1. Gaining factual knowledge. (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material. (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities. (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity. (music, science, literature, etc.)
8. Developing skill in expressing myself orally or in writing.
9. Learning how to find and use resources for answering questions or solving problems.
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

I. COURSE DESCRIPTION:

The relationship of early language development, growth and development of the brain, processing skills and early aesthetic and kinesthetic experiences to developing literacy (reading and writing) is studied. Social and cultural language differences, language acquisition, metacognition, critical periods of brain development, cognitive theory and experiences which contribute to, and are indicators of, readiness for reading will be emphasized. The relationship of early literacy experiences to stages of development of receptive and expressive language is linked to instruction. Clinical observation and study of children’s language and literacy levels is required.

Successful Candidates:

- Read the assigned chapters and complete tasks before the scheduled class meeting, whether that is F2F or online.
- Attend class each week, arrive on time, complete the readings before class, and are prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?
- Have absences approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.
- Adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: https://www.wilmu.edu/studentlife/acadintegrity.aspx
- Submit work that is original in nature and is created during the time frame of this course. Candidates may not submit the same work for two different assignments.
- Provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
- Turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
- Follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for the program.
- Use their WU wildcats email address for communicating with the instructor.
II. PROGRAM/ILA COMPETENCIES

Program competencies are derived from the International Literacy Association (ILA) Professional Teaching Standards. Alignment to other standards includes InTASC and ISTE (NETS).

International Reading Association: Standard 1: 1.1, 1.2; Standard 4: 4.2; Standard 6: 6.2

**Standard 1: Foundational Knowledge:** The candidates understand the theoretical and evidence based foundations of reading and writing processes and instruction. As a result, candidates:

1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components.

1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes and components.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ILA</th>
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<tbody>
<tr>
<td>Assess the influence of language proficiency on reading instruction.</td>
<td>1.1</td>
</tr>
<tr>
<td>Explain the relationship of language proficiency to the transfer of literacy among languages.</td>
<td>1.1</td>
</tr>
<tr>
<td>Summarize research that supports the use of aesthetic and kinesthetic experiences as indicators of, and contributors to language acquisition and readiness for reading.</td>
<td>1.1</td>
</tr>
<tr>
<td>Summarize the theories of the reading process including subscale psycholinguistic and interactive theories.</td>
<td>1.1</td>
</tr>
<tr>
<td>Know theories and developmental milestones of language acquisition and relate them to reading acquisition.</td>
<td>1.1</td>
</tr>
<tr>
<td>Describe how reading and writing are connected.</td>
<td>1.1</td>
</tr>
<tr>
<td>Illustrate the differences among graphophonic representations across languages.</td>
<td>1.1</td>
</tr>
<tr>
<td>Explain the process of adapting instruction to meet the needs of different learners to be able to accomplish different purposes.</td>
<td>1.1</td>
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<tr>
<td>Explain the value of contributions of individual/group diversity to the students of contemporary classrooms.</td>
<td>1.1</td>
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<tr>
<td>Explain how young children emerge as writers and identify the stages of development.</td>
<td>1.1</td>
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<tr>
<td>Explain the components of reading, their developmental sequences and their interrelationships and draw parallels to language acquisition.</td>
<td>1.1</td>
</tr>
<tr>
<td>Articulate the distinction between phonological and phonemic awareness and phonics, the developmental stages and the roles of each. Explain how a deficit or strength in these areas influences reading development in fluency and comprehension.</td>
<td>1.1</td>
</tr>
<tr>
<td>Explain the following components of the language process: phoneme, grapheme, morphemic, stress, juncture and syntax.</td>
<td>1.1</td>
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<tr>
<td>Explain the impact of choral reading and creative drama on developing students’ oral reading fluency and comprehension.</td>
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</tbody>
</table>
Describe cueing systems, concept of print, the alphabetic principle, letter recognition, directionality, phonemic segmentation, visual and auditory processing.  
Summarize the various text formats which include laconic text, narratives, graphs, charts, maps, tables, poetry, drama, schematic drawings, outlines and technical reports.  
Describe the factors related to vocabulary development and instruction of multiple meanings, etymology/morphemic analysis.  
Summarize the nature of dialectic diversity and its role in literacy, specifically related to word learning.  
Describe the influence of environment (home and community), intelligence, gender, maturation and heredity on language development and reading acquisition and the importance of parental attitude and parent involvement in the child's success in acquiring literacy skills.  
Justify the necessity for balanced instruction that includes a meaning based approach that incorporates skill instruction for all curriculum areas.  
Define and discuss the relationships of each of the areas of reading as defined by the National Reading Panel and the implications for prediction of reading outcomes.  
Defend reading instruction that develops cognitive concepts that address the demands of text across the curriculum, vocabulary and contextual reading skills.  
Compare the history and features of an alphabetic writing system and other writing systems.  
Examine the relationship of phonology and morphology to spelling.  
State the rationale for teaching the writing process and ways to involve students in the process.  
Illustrate a variety of research based instructional strategies and related techniques appropriate for diverse learners for reading and writing.  
Explain and describe research-based techniques for teaching word attack and decoding strategies.  
Discuss the stages of read alouds, shared, guided and independent reading in development as instructional options.  
Describe instructional designs that connect purpose for reading to a variety of text formats and how factors such as text type, difficulty and background knowledge impact fluency.  
Explain and discuss the various strategies and techniques designed to develop comprehension and critical thinking/reading.  
Explain the process of vocabulary development, word selection for instruction, and what it means to know a word deeply.

**Learning Activities:** It is expected that candidates in the Literacy Program address each learning activity from that perspective. Hence, candidates will:

1. Participate in classroom or online activities, either individually, in small groups, in face to face or online discussion groups or collaborations.
2. Complete historical perspectives assignment.
3. Complete instructional approaches assignment.
4. Complete language functions and development activity.
5. Complete pre and post online (efolio) disposition survey.

**Standard 4: Diversity:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society. As a result, candidates:

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs and engagement with the features of diversity.
LEARNING OUTCOMES

| Explain the process of adapting instruction to meet the needs of different learners to be able to accomplish different purposes. | 4.1 |
| Discuss critically the connection between collaborative classroom environment and the fostering of literacy and techniques that will create an atmosphere which recognizes, accepts and promotes cultural, racial and ethnic diversity and respects and values differences as positive, integral resources of a democratic society. | 4.1 |
| Explain the value of contributions of individual/group diversity to the students of contemporary classrooms. | 4.1 |
| Describe the components of a language rich environment including sensory stimulation, a consistent and nurturing setting, and novel changes. | 4.2 |
| Explain why conversation and meaningful conversation activities are an important component of communication in the classroom and at home. | 4.2 |
| Explain the role of literature in an integrated language arts program. | 4.2 |
| Explain and compare research based strategies for helping young children emerge as readers. | 4.2 |
| Select instructional strategies that would involve students in writing including various forms of creative expression. | 4.2 |
| Develop teaching strategies for different areas of writing which will include brainstorming, drafting, and revising, editing and final draft. | 4.2 |

Learning Activities: It is expected that candidates in the Literacy Program address each learning activity from that perspective. Hence, candidates will:

1. Participate in classroom or online activities, either individually, in small groups, in face to face or online discussion groups or collaborations.
2. Administer a class spelling assessment.
3. Group children for instructional purposes and create a small group lesson plan that incorporates spelling principles as well as writing instruction.
4. Evaluate children’s writing samples as provided by course instructor.
5. Create a parent letter that will help parents know how to create authentic and meaningful literacy experiences in their homes.

Standard 6: Professional Learning and Leadership: Candidates view professional learning and leadership as a career-long effort and responsibility. As a result, candidates:

6.2 Display positive dispositions related to one’s own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors.
LEARNING OUTCOMES

| Demonstrate continuous growth as a reading professional. | 6.2 |
| Reflect on ongoing growth as a professional regarding multiple types of learning experiences throughout the program. | 6.2 |

**Learning Activities:** It is expected that candidates in the Literacy Program address each learning activity from that perspective. Attend two school board meetings throughout the course of the program.

1. Participate in three professional growth opportunities throughout the course of the program. (MRD)
2. Participate in three professional growth or community oriented cultural opportunities throughout the course of your program. (MLL)
3. Complete the post disposition survey online (efolio). Provide a reflective response to the changes (or not) in your dispositions since the beginning of the course. (all)

**III. METHODOLOGY:**

This course will use modeling, cooperative learning, large and small group discussions, response and reflection, hands-on activities, and lecture.

**IV. TESTING PROCEDURES/STUDENT EVALUATIONS:** Instructors will provide additional assignments to total 100 percent.

An additional document has been added to your syllabus, which is a permission form for videotaping K-12 students. Please secure this document before working with students. It is advised that when taping, students’ faces are not included, or any view that would allow them to be identified. Videos will be required to be uploaded to BB/Taskstream beginning fall 2015, for multiple courses. Instructions for uploading this type of file is found on your home Blackboard page under the Kaltura Media Tools menu bar at the top of the page. There are direction for both Windows and Mac users, as well as general information about submitting assignments with Kaltura. Be sure to save your videos to your own computer so that you may access them at a later date, if necessary. It is best to name the files according to the specific course and assignment (MRD 7801 SEA A, for instance).
Teacher DPAS II: Component 3E: Instruction: Using Assessment in Instruction (SEA A)

Effective fall 2015, you will need to document your placement information in Taskstream. This needs to be completed by the end of week 2 of either the block or semester.

If you are not currently teaching in a K-12 setting, you will need to contact the Program Chair to make your placement. This notification should be sent two weeks prior to the beginning of the course.

NOTE: All assignments must be completed with children who reflect your degree choice.

A. Assignments:
   
   Structured External Assignment A: Developing Skills 45%
   
   Please note that this assignment requires video assessment. Please refer to rubric at end of syllabus.

   PART 1: Spelling Assessment 30%
   
   Using Words their Way, analyze spelling development from a classroom other than your own. Determine spelling developmental levels from sampling and group the children by skill level. Design specific objectives and a lesson plan for one small group. Meet with the classroom teacher to provide feedback for instruction.

   1. Administer and grade spelling assessment to a class of students.
   2. Determine spelling levels.
   3. Analyze errors (miscue analysis) to determine initial spelling skill to begin instructional program.
   4. Analyze errors (miscue analysis) of language usage as determined by grade level expectations.
   5. Design and create a lesson plan that includes a performance objective, authentic assessment, and instructional activity integrating digital tools and resources to address given weaknesses.

   PART 2: Parent Letter 15%
   
   Parent Letter: Prepare a letter written in parent friendly terms that will help parents know what types of things they can do with their children related to developing reading and writing skills that are based on community and everyday life experiences. (Include culturally diverse opportunities, using a variety of digital-age media and formats) This Structured External Assignment is to be completed on your E-Folio site under the course MRD7802. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMRD7802SEAA_VF.
Structured External Assignment B: Gaining Perspectives 40%

PART 1: Disposition Survey 5%
Complete the disposition survey from your book during the first week of class. During week 6, take the survey again. Provide a written reflection of the changes in your beliefs and discuss how teacher disposition impacts student learning.

PART 2: Instructional Approaches Paper 10%
Do a Google search instructional approaches for reading and writing instruction. Submit a 2-3 page paper, conforming to APA format, on one instructional approach (you might want to use this time to explore things you have heard of, but do not understand). Your concluding remarks should make connections to today’s literacy instruction. For MRD or Dual majors, this is general, but for ESOL this is specific to a group.

PART 3: Components of Reading 10%
Complete presentation representing your understanding of the components of reading. It must include each of the five aspects of literacy as defined by the National Reading Panel: Alphabetic (Phonemic Awareness and Phonics), Fluency, Comprehension (Vocabulary, Comprehension). The presentation will include a (1) definition and example of each, (2) authentic sample of instructional materials that support the teaching of each, (3) two examples of classroom incorporation, and (4) two examples of authentic assessment. * Properly cited resources and information are required for the project to be graded.

This document must be presented to PLC, departmental teams, be available on school website.

PART 4: Language/Writing Activity 10%
Writing Activity: Use the writing samples provided. Determine the developmental stage of writing. Indicate implications for instruction.

PART 5: Timeline: Historical Perspectives 5%
Timeline: Create a time line of the (instructional) history of reading and writing, beginning with the advent of the printing press. Include the effect of these changes in perception for reading and writing instruction. (Recommended format for assignment: presentation may be narrative, visual display or musical/verbal/linguistically creative such as a webquest that the other participants in the class will complete. You may also present via Collaborate, but don't plan to use a PowerPoint if you choose Collaborate)

Discussion Boards/Collaborate 15%

Professional Commitment
PART 1:
**MRD Candidates:** Attend two school board meetings throughout the course of your program. Document your attendance through writing and submitting a one page reflection on the proceedings of each meeting as well as submitting a dated agenda documents. Verifying documents will be submitted during MRD 7950.

**MLL Candidates:**
Participate in three professional growth opportunities or community based cultural activities throughout the course of your program. Document your attendance through writing and submitting a one page reflection on each experience as well as submitting a dated agenda documents. Verifying documents will be submitted during MRD 7950.

**PART 2:**
Join your degree program’s local state or national organization. Provide membership number.

**B. Grading Scale:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>B</td>
<td>83-85</td>
<td>F</td>
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<tr>
<td>A-</td>
<td>92-94</td>
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<td>C</td>
<td>77-79</td>
<td>NA</td>
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<tr>
<td>B</td>
<td>86-88</td>
<td>C-</td>
<td>74-76</td>
<td>NG</td>
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</table>

**Incomplete:** This grade is given if a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to F on the 60th calendar day following the last day of the class, if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.

**V. ATTENDANCE POLICY:**

**Wilmington University Policy:**
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects the student to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that their educational experience does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergency situations.

**College of Education Policy:**
In the College of Education, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

**VI. CONTENT OUTLINE AND ASSIGNMENT SCHEDULE:** provided by instructor
Wilmington University College of Education

Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project
or by students who are 18 or more years of age that are involved in this project)

Dear Parent/Guardian:

I am a participant this term in a course that requires clinical fieldwork for graduate candidates conducted by Wilmington University. This course is part of a graduate level degree in one area of teacher preparation. The primary purpose of this course is to develop a model of teaching that can measure and lead to improvement of the performance of teacher candidates and their impact upon K-12 student achievement.

This course may include submissions of short video recordings of lessons taught in your child’s class or with your child, individually. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child’s work.

No student’s last name will appear on any materials that are submitted. Wilmington University, at its sole discretion, may use and distribute my video recordings, my comments and my classroom materials for assessment development, professional development of novice teachers, research purposes, and any other purpose Wilmington University deem appropriate to further the mission of the pilot. The form below will be used to document your permission.

Sincerely,

________________________
(Teacher Candidate Signature)

________________________________
(PERMISSION SLIP)

Student Name: ______________________   School/Teacher: ____________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a pilot being conducted by Wilmington University, and agree to the following:

☐ I DO give permission to you to include my child’s image on video recordings as he or she participates in a class conducted at _____________________________by______________________________ and/or to reproduce

(Name of School)                          (Teacher’s Name)

materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

☐ I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: ___________________________   Date: _______________________
Formulario de Autorización de Estudiante

(A completar ya sea por los padres / guardián legales de los alumnos menores de edad involucrados en este proyecto, o por estudiantes que tengan 18 o más años de edad que están involucrados en este proyecto)

Estimado Padre / Guardián Legal:

Soy un candidato Universidad Wilmington Preparación de Maestros de completar mi Enseñanza Estudiante experiencia de trabajo de campo en la escuela de su hijo. Durante este tiempo, voy a necesitar que presentar grabaciones de video de corta duración de las lecciones que se enseñan en la clase de su hijo. Aunque las grabaciones de vídeo implican tanto el profesor y varios estudiantes, el enfoque principal es en la instrucción del maestro, no en los estudiantes de la clase. En el curso de la grabación, su hijo puede aparecer en las grabaciones de vídeo. Además, puedo enviar muestras de trabajos de alumnos como prueba de la práctica docente, y que el trabajo puede incluir algunos de los trabajos de su hijo. El apellido de ningún estudiante aparecerá en cualquier material que se presentan.

Universidad de Wilmington, a su entera discreción, puede usar y distribuir mis grabaciones de video, mis comentarios y mis materiales de aula para el desarrollo de la evaluación, el desarrollo profesional de los profesores novatos, con fines de investigación, y cualquier otro propósito Universidad Wilmington consideren apropiadas para promover la misión del piloto. El siguiente formulario se utilizará para documentar su permiso.

Sinceramente,

(Nombre de Candidato/a Maestro/a)

(Firme de Candidato/a Maestro/a)

FORMULARIO DE PERMISO - Para ser devuelto

Nombre del Estudiante: __________________________ Nombre del/la Maestro/a: __________________________

Yo soy el padre/guardián legal del niño mencionado anteriormente. He recibido y leído su carta con respecto a un piloto que está siendo llevada a cabo por la Universidad de Wilmington, y de acuerdo a lo siguiente:

☐ Me doy permiso para incluir la imagen de mi hijo en las grabaciones de video como él o ella participa en la clase o para reproducir materiales que mi hijo/a puede realizar como parte de las actividades del aula.

☐ NO doy permiso para grabar vídeo a mi hijo o para reproducir materiales que mi hijo puede realizar como parte de las actividades del aula.

Firme del Padre o Guardián: __________________________ Fecha: __________________________
Candidato a maestro procedimientos de aula Videograbación

Introducción: Estos procedimientos están dados para ayudarle a producir clips de video que representan claramente la enseñanza y el aprendizaje en el aula. Con el fin de capturar los elementos de la instrucción y el aprendizaje del estudiante, tendrá que producir clips de video de alta calidad de audio y video. Los procedimientos a continuación le ayudarán a producir con éxito videoclips con problemas mínimos.

Preparación y Práctica: En primer lugar, no esperamos una producción de Hollywood (profesional). Es importante, sin embargo, que la calidad de las actividades grabadas en vídeo sea suficiente para que los evaluadores a entender lo que sucedió en su salón de clases. Como regla general, la calidad del sonido en general es más importante que la calidad de vídeo para entender la enseñanza y el aprendizaje de ser capturado.

Si no está familiarizado con el proceso de grabación en vídeo, póngase en contacto con Sra. Jennifer Sheets a Jennifer.m.sheets@wilmu.edu, Dr. Michele Brewer a michele.a.brewer@wilmu.edu, Tyler Wells a tyler.a.wells@wilmu.edu o Michael Curry a michael.g.curry@wilmu.edu por asistencia con la grabación o considere contactar otro profesor estudiante que ha hecho o está haciendo la grabación en vídeo.

➢ Avise a su cooperando / maestro mentor y el director de su escuela de su necesidad de lecciones videocinta. Discuta cualquier arreglo para un operador de cámara con ellos. Si utiliza un operador de cámara, mira a personas que ya tienen la aprobación para estar en las aulas, por ejemplo, el maestro cooperador, su supervisor universitario, designados ayudantes estudiantiles.

➢ Pensar cerca dónde usted y sus alumnos será durante las actividades a ser retratados en el video. ¿Serán diferentes actividades requieren que los estudiantes para reagruparse y moverse dentro del aula? ¿Cómo se registrará el uso de materiales de instrucción? ¿Cuál será la cámara necesita para capturar? ¿En su caso, cuando se debe la cámara operador zoom o rotar la cámara a una nueva posición?

➢ Practica el proceso de grabación de vídeo. Esto proporcionará la oportunidad de probar el equipo y dar a los estudiantes la oportunidad de acostumbrarse a la cámara.

➢ Ajustar, si es necesario, a la fuente de luz. No coloque la cámara delante de la ventana u otras fuentes de luz brillante.
MRD 7802
References


Multicultural Language Learners (MLL)

The MLL ESOL Literacy Degree provided by Wilmington University includes five courses that meet the TESOL (Teachers of English Speakers of Other Languages) Standards. The competencies designated in the syllabi correspond to those Domains and Standards listed below. Successful completion of these courses meets the educational standards designated by the State of Delaware for issuance of a K-12 ESL endorsement.

Language: Domain 1: Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas, specifically as it relates to:

1a: Describing language 1b: Language acquisition and development

Culture: Domain 2: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Planning, Implementing, and Managing Instruction Domain 3:
Candidates know, understand and use evidence based practices and strategies related to planning, implementing, and managing standards-based ELL and content instruction. Candidates are knowledgeable about program models and skilled in reaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

3a: Planning for Standards-Based ELL and Content Instruction
3b: Implementing and Managing Standards Based ELL and Content Instruction
3c: Using Resources and Technology Effectively in ELL and Content Instruction

Assessment: Domain 4: Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

4a: Issues of assessment for ELLs
4b: Language proficiency assessment
4c: Classroom-based assessment for ESL

Professionalism Domain 5: Candidates keep current with new instructional techniques, research results, advances in the ELL field, and education policy issues and demonstrate knowledge of the history of ELL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the communities to improve the learning environment, provide support, and advocate for ELLs and their families.

5a: ELL research and history
5b: Professional development, partnerships and advocacy
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SEA & SCORING RUBRIC A: DEVELOPING SKILLS
CAEP ASSESSMENT 5 (ILA)

COURSE: MRD 7802       TITLE: Process and Acquisition of Literacy

International Reading Association: Assessment 3.2,3.3 3.4; Diversity: Standard 4:4.2

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society. As a result, candidates:

3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes
3.3 Use assessment information to plan and evaluate instruction
3.4 Communicate assessment results and implications to a variety of audiences
4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs and engagement with the features of diversity

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs and engagement with the features of diversity.

STRUCTURED EXTERNAL ASSIGNMENT A: (PART 1: Analyze spelling development from a classroom other than your own.
Determine spelling developmental levels from sampling and group the children by skill level. Design specific objectives and lesson plan for one small group. Meet with the classroom teacher to provide feedback for instruction.

Teacher DPAS II: Component 3E: Instruction: Using Assessment in Instruction
1. Administer and grade spelling assessment to a class of students.
2. Determine spelling levels.
3. Analyze errors (miscue analysis) to determine initial spelling skill to begin instructional program.
4. Analyze errors (miscue analysis) of language usage as determined by grade level expectations.
5. Design and create a lesson plan that includes a performance objective, authentic assessment, and instructional activity integrating digital tools and resources to address given weaknesses.
PART 2:
Parent Letter: Prepare a letter written in parent friendly terms that will help parents know what types of things they can do with their children related to developing reading and writing skills that are based on community and everyday life experiences. (include culturally diverse activities) A parent letter, which includes feedback on student progress and appropriate home learning activities using a variety of digital- age media and formats, will be written and sent home. This Structured External Assignment is to be completed on your E-Folio site under the course MRD7802. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMRD7802SEAA_VF. Please note that this SEA requires video assessment. Rubric is at the end of this syllabus.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 UNSATISFACTORY</th>
<th>2 DEVELOPING</th>
<th>3 ACCEPTABLE</th>
<th>4 PROFICIENT (target)</th>
<th>5 EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Level determined/ Justification ILA 4.2 (Reading Specialist)</td>
<td>Some spelling errors analyzed to developmental range. Initial instruction not clearly determined.</td>
<td>Most spelling errors analyzed to developmental range. Initial instruction not clearly determined.</td>
<td>Most spelling errors analyzed to developmental range. Initial instruction noted. Cultural considerations are made.</td>
<td>All spelling errors analyzed to developmental range. Initial instruction noted. Cultural considerations are made.</td>
<td>Analysis of developmental range includes justification of determination. Cultural considerations are made.</td>
</tr>
<tr>
<td>InTASC 2</td>
<td>Word list scored inaccurately. Developmental level briefly attempted. Miscue analysis omits listing more than 2 forms of spelling errors.</td>
<td>Word list scored inaccurately. Determination of developmental level attempted, but not accurate. Miscue analysis omits listing 2 forms of spelling errors.</td>
<td>Word list scored with accuracy. Developmental level determined. Miscue analysis omits listing 1 form of spelling error.</td>
<td>Individual word list scored accurately and developmental level determined and supported with justification. Miscue analysis is error free.</td>
<td>Analysis of spelling skill includes frequency of sound to letter usage and developmental level determined and supported with justification. Miscue analysis is error free.</td>
</tr>
<tr>
<td>ILA 3.2 Scores Assessment/ Provides Justification (Reading Specialist)</td>
<td>Brief narration of summarization includes a list of &lt;2 grade appropriate strengths or weaknesses of spelling.</td>
<td>Narration includes a list of many grade appropriate strengths or weaknesses of spelling.</td>
<td>Narration of summarization includes a list of many grade appropriate strengths and weaknesses of spelling.</td>
<td>Narration of summarization includes a list and explanation of most grade appropriate strengths and weaknesses of spelling.</td>
<td>Narration of summarization includes a list and explanation of all grade appropriate strengths and weaknesses of spelling.</td>
</tr>
<tr>
<td>Instruction and conferencing ILA 2.2</td>
<td>No lesson plan is delivered</td>
<td>The plan is shared with the teacher but is not taught.</td>
<td>The candidate presents the lesson to the group of children for which it was designed.</td>
<td>The candidate provides the instruction but does not conference with the teacher.</td>
<td>The lesson is presented and the candidate conferences with the teacher.</td>
</tr>
<tr>
<td>Instructional Strategies based on Assessment ILA 3.3</td>
<td>Strategies/activities listed are not grade-appropriate or not considered modern, “best practice” or one</td>
<td>One appropriate instructional strategy/activity to address given spelling needs with</td>
<td>Lesson plan includes two grade appropriate, research based instructional strategies/</td>
<td>Lesson plan includes three grade appropriate, research based instructional strategies/</td>
<td>Meets previous levels and enhance/extend spelling strengths and +1 unique activity integrating digital</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>(Reading Specialist)</th>
<th>activity not unique.</th>
<th>one unique activity.</th>
<th>activities to address various spelling needs and 1 unique activity integrating digital tools and resources.</th>
<th>activities listed to address various spelling needs and one unique activity integrating digital tools and resources.</th>
<th>tools and resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPAS II Teachers</td>
<td>Component 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>InTASC 2</td>
<td></td>
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</tr>
<tr>
<td>ISTE: 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback – Letter to parent</td>
<td></td>
<td>Letter to parent offers minimal feedback regarding student’s level of performance with fewer than 3 learning activities to help support the student’s learning at home.</td>
<td>Letter to parent offers some feedback regarding student’s level of performance with 3 learning activities to help support the student’s learning at home.</td>
<td>Letter to parent offers thorough feedback regarding student’s level of performance with 4 learning activities to help support the student’s learning at home. Using a variety of digital-age media and formats.</td>
<td>Letter to parent offers thorough feedback regarding student’s level of performance with 6+ learning activities to help support the student’s learning at home. Using a variety of digital-age media and formats.</td>
</tr>
<tr>
<td>ISTE: 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Video Assessment</td>
<td>Student scores 1 on video rubric.</td>
<td>Student scores 5 on video rubric.</td>
<td>Student scores 5 on video rubric.</td>
<td>Student scores 5 on video rubric.</td>
<td>Student scores 5 on video rubric.</td>
</tr>
</tbody>
</table>
COURSE: MRD 7802 TITLE: Process and Acquisition of Literacy

International Reading Association: Standard 1: Foundational Knowledge: 1.1, 1.2

The candidates understand the theoretical and evidence based foundations of reading and writing processes and instruction. As a result, candidates:

1.1 understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components; and

1.2 understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes and components.

International Reading Association: Standard 6: Professional Learning and Leadership: Candidates view professional learning and leadership as a career-long effort and responsibility. As a result, candidates:

6.2 Display positive dispositions related to one’s own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors.
EVALUATED ASSIGNMENT:

PART 1
Complete the disposition survey from your book during the first week of class. During week 6, take the survey again. Provide a written reflection of the changes in your beliefs and discuss how teacher disposition impacts student learning.

PART 2: Complete a short (2-3 pages) paper on one of the leading instructional approaches in reading/esol educational theory. Use appropriate APA format.

PART 3: Complete a bb blog representing your understanding of the components of reading. It must include each of the five aspects of literacy as defined by the National Reading Panel: Alphabetic (Phonemic Awareness and Phonics), Fluency, Comprehension (Vocabulary, Comprehension). The presentation will include a (1) definition and example of each, (2) authentic sample of instructional materials that support the teaching of each, (3) two examples of classroom incorporation, and (4) examples of authentic assessment. * Properly cited resources and information are required for the project to be graded.

This document must be presented to PLC, departmental teams, be available on school website.

PART 4: Writing Activity: Use writing samples that are provided on bb. Determine the developmental stage of writing. Discuss the implications as they relate to literacy instruction.

PART 5: Timeline: Create a time line of the (instructional) history of reading and writing, beginning with the advent of the printing press. (Recommended format for assignment: presentation may be narrative, visual display or musical/verbal/linguistically creative such as a webquest that the other participants in the class will complete. You may also present via Collaborate, but don't plan to use a PowerPoint if you choose Collaborate)
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 UNSATISFACTORY</th>
<th>2 DEVELOPING</th>
<th>3 ACCEPTABLE</th>
<th>4 TARGET</th>
<th>5 EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART 1: Disposition Survey</td>
<td>Completes both pre and post disposition surveys but does not provide any reflection.</td>
<td>Surveys are completed and the candidate provides a basic reflection of the impact of teacher disposition on children’s learning.</td>
<td>Surveys are completed and the candidate provides an acceptable reflection of the impact of teacher disposition on children’s learning. The reflection indicates the candidates’ beliefs about lifelong learning.</td>
<td>Surveys are completed and the candidate provides a strong reflection of the impact of teacher disposition on children’s learning. The reflection indicates the candidates’ beliefs about lifelong learning.</td>
<td>Surveys are completed and the candidate provides an exemplary reflection of the impact of teacher disposition on children’s learning, on their own reading and writing. The reflection demonstrates a commitment to lifelong learning in the profession of teaching reading and writing by including goals.</td>
</tr>
<tr>
<td>ILA 6.2 (Interventionist)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PART 2: Instructional Perspectives</td>
<td>Candidates’ product demonstrates a limited understanding of instructional approaches specifically related to acquisition of literacy skills.</td>
<td>Candidates’ product demonstrates a developing understanding of instructional approaches specifically related to acquisition of literacy skills.</td>
<td>Candidates’ product demonstrates an acceptable understanding of instructional approaches specifically related to acquisition of literacy skills.</td>
<td>Candidates’ product demonstrates a strong understanding of instructional approaches specifically related to acquisition of literacy skills, and the relevance to teaching learners of diverse backgrounds.</td>
<td>Candidates’ product demonstrates a thorough understanding of instructional approaches specifically related to acquisition of literacy skills, and the relevance to teaching learners of diverse backgrounds.</td>
</tr>
<tr>
<td>ILA 1.1 (Interventionist)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing quality GC (WC): 2.1, 2.2</td>
<td>Scores 1 on writing rubric</td>
<td>Scores 2 on writing rubric</td>
<td>Scores 3 on writing rubric</td>
<td>Scores 4 on writing rubric</td>
<td>Scores 5 on writing rubric</td>
</tr>
</tbody>
</table>
### PART 3: Aspects of Literacy

Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes and components.

**ILA 1.2 Literacy Coach**

<table>
<thead>
<tr>
<th>The candidate’s product shows an emerging awareness of literacy elements by (1) defining imprecisely the five elements of literacy and including some features, (2) providing an instructional resource, (3) either providing an example or an imprecise explanation for implementing an instructional practice, and (4) either providing an example or an imprecise explanation for the effectiveness of an assessment strategy.</th>
<th>The candidate’s product shows an awareness of literacy elements by (1) defining the five elements of literacy at a basic level and including some features, (2) providing an instructional resource, (3) either providing an example or a basic explanation for implementing an instructional practices and (4) either providing an example or a basic explanation for the effectiveness of an assessment strategy.</th>
<th>The candidate’s product shows an understanding about literacy elements including perceptions of reading and writing development, processes and components by (1) defining the five elements of literacy and listing three features, (2) providing two instructional resources for a diverse population, (3) either providing an example or an acceptable explanation for implementation of two instructional practices, and (4) either providing an example or an acceptable explanation for the effectiveness of two assessment strategies.</th>
<th>The candidate’s product shows a sound understanding of literacy elements including perceptions of reading and writing development, processes and components by (1) thoroughly and extensively defining five elements of literacy and providing in-depth information about three features, (2) providing two instructional resources (a print and non-print-based material) that represent best practices for a diverse population, (3) providing examples and an exemplary explanation for implementation of two instructional practices and reveals an in-depth understanding of best practice for teaching and learning, and (4) providing examples and an exemplary explanation for the effectiveness of two authentic assessment strategies that reveal an in-depth understanding of assessment and instruction. The product is creative, shows innovative thinking, exceptional in nature, and exceeds expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The product lacks depth and important information for all teachers.</td>
<td>The product lacks depth and important information for all teachers.</td>
<td>The product satisfactorily meets the expectations for the assignment. The produce is useful for all</td>
<td>Candidate presents the</td>
</tr>
<tr>
<td>PART 4: Language and Writing</td>
<td>Writing samples are incomplete or do not identify student characteristics.</td>
<td>Writing samples are complete but do not identify student characteristics.</td>
<td>Writing samples are complete and implication for instruction provides basic evidence that the candidate has made connections between these samples and their own teaching.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Candidates understand major theories and empirical research and socio-cultural foundations of reading and writing development, processes, and components. ILA 1.1</td>
<td>Candidates' product demonstrates a limited understanding of historically shared knowledge of reading and writing instruction, over time, and the relevance to teaching learners of diverse backgrounds.</td>
<td>Candidates' product demonstrates a developing understanding of historically shared knowledge of reading and writing instruction, over time, and the relevance to teaching learners of diverse backgrounds.</td>
<td>Candidates’ product demonstrates an acceptable level of understanding of historically shared knowledge of reading and writing instruction, over time, and the relevance to teaching learners of diverse backgrounds.</td>
</tr>
<tr>
<td>Writing quality</td>
<td>Scores 1 on writing rubric</td>
<td>Scores 2 on writing rubric</td>
<td>Scores 3 on writing rubric</td>
</tr>
</tbody>
</table>

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## DISCUSSION BOARD RUBRIC MRD/MLL

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>0 Unsatisfactory</th>
<th>0.25 Emerging</th>
<th>0.50 Satisfactory</th>
<th>0.75 Proficient</th>
<th>1.0 point Distinguished</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Does not enter discussion.</td>
<td>Provides minimal comments and information to other participants. Participates infrequently in on-line discussions or e-mail; and postings are irrelevant or superficial</td>
<td>Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses</td>
<td></td>
</tr>
<tr>
<td>Content of Posting</td>
<td>Does not add to the discussion.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course.</td>
<td>Postings consist largely of personal opinions or experiences. Reveals a restricted understanding of the topic limited to information that could be derived from prior posts.</td>
<td>Makes significant contributions to the discussion. Reveals adequate understanding of the topic as evidenced by posts telling us something new.</td>
<td>Postings are accurate, original, and relevant. Even better than telling us something new, they raise new questions that lead to further discussion from a variety of people. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking evidenced by Posting</td>
<td>Does not enter posting.</td>
<td>Provides no evidence of agreement or disagreement with existing discussion.</td>
<td>Agrees or disagrees with existing discussion but provides no justification/explanation (e.g., text readings, resources).</td>
<td>Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g., text readings, resources).</td>
<td>Offers a critical analysis of an existing posted idea or introduces a different interpretation to an existing idea.</td>
<td></td>
</tr>
<tr>
<td>Responsiveness IF required</td>
<td>Does not respond.</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post)</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post) by Wednesday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 1 response post) by Friday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 2 response posts) by Friday.</td>
<td></td>
</tr>
<tr>
<td>Writing Style</td>
<td>Does not write response.</td>
<td>Limited ability to convey ideas noted. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.</td>
<td>Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors but no errors in grammar identified.</td>
<td>Explicitly presents ideas. Work appropriate for this level of student. No spelling or grammar errors noted. A few minor punctuation errors identified.</td>
<td>Highly skilled presentation of ideas. Engages reading. Work exceeds expectations for this level of student. Absolutely no errors in spelling, punctuation, or grammar noted.</td>
<td></td>
</tr>
<tr>
<td>Additional Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Modified by D. Emeigh 8/14. Adapted by T. Bennett/Created by Denise Westbrook, Full-time Nursing Faculty
Wilmington College 3/05

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Total Rubric Score = 5 points
# WRITING RUBRIC: LITERACY PROGRAMS

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>DEVELOPING</th>
<th>ACC EPTABLE</th>
<th>TARGET</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing has a clear direction/controlling idea/thesis statement.</td>
<td>There is a minimal controlling idea or the controlling idea is vague or has different logic than parts of the body of the paper.</td>
<td>Controlling idea is vague or has different logic than parts of the body of the paper.</td>
<td>Controlling idea is well defined and previews most of the paper.</td>
<td>Controlling idea is well-defined and previews the entire paper.</td>
</tr>
<tr>
<td>2. Writing has ample evidence to prove the controlling idea.</td>
<td>Minimal instances of specific evidence are offered and they minimally support the controlling idea.</td>
<td>Few instances of specific evidence are offered or they do not support the controlling idea throughout the majority of the paper.</td>
<td>Many instances of specific evidence are offered or they support the controlling idea throughout the majority of the paper.</td>
<td>Ample instances of specific evidence are offered and they support the controlling idea throughout.</td>
</tr>
<tr>
<td>3. Writing has transitions to assist with coherence and unity.</td>
<td>Writing minimally moves smoothly from one idea to another. There are mostly awkward jumps between points.</td>
<td>Writing moves smoothly from one idea to another. There are some awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are very few awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly consistently. There are no awkward jumps between points.</td>
</tr>
<tr>
<td>4. Writing is concise, well-written, and vocabulary incorporates academic language.</td>
<td>Has limited or inappropriate word choices that obscure meaning. Contains much slang and/or many colloquialisms.</td>
<td>Contains word choices that interfere with the meaning. Contains much slang and/or colloquialisms.</td>
<td>Good word choices. Some slang and/or colloquialisms. Some instances of wordiness or awkwardness. Some academic language.</td>
<td>Accurate and varied word choice. No slang and/or colloquialisms. Few instances of wordiness or awkwardness. Good use of academic language.</td>
</tr>
<tr>
<td>5. Mechanics, usage, grammar, and spelling (MUGS) are correct and the writing is error free.</td>
<td>More than 4 unique (MUGS) errors per page.</td>
<td>Four or more unique (MUGS) errors per page.</td>
<td>Less than three unique (MUGS) errors per page.</td>
<td>Less than two unique (MUGS) errors per page.</td>
</tr>
<tr>
<td>6. APA formatting and use of sources are correct. See APA Checklist appropriate to each course.</td>
<td>5-7 APA formatting or citation errors.</td>
<td>3-4 APA formatting or citation errors.</td>
<td>2 APA formatting or citation errors.</td>
<td>One or less APA formatting or citation errors.</td>
</tr>
</tbody>
</table>

**APPROPRIATE TO GRADUATE LEVEL:**

**MECHANICS:** Punctuation, capitalization
**USAGE:** Correct and effective word use, especially homophones
**GRAMMAR:** Correct subject/verb agreement, syntax, complete sentences
**SPELLING:** Shows evidence of proofreading for spelling

Developed by Kate Cottle and Revised 9/30/2010; adapted by Kathryn Brown 2015

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**MRD/MLVIDEO RUBRIC**

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This course aligns with specific DPAS II Components which are included in the syllabus. Before submitting your videos, annotate the evidence of meeting each criteria within this specific course. Provide a Table of Contents that will identify the specific DPAS II connections. Instead of a page number, list the time code. You may also use a series of multiple, shorter video clips in some cases, but please check with the instructor first. Remember that the students' faces should not be shown on the video (the backs of their heads are allowed), so please aim the camera at yourself rather than at the students.

<table>
<thead>
<tr>
<th>Performance Level/Elements</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Acceptable</th>
<th>Proficient (Target)</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point Value in Bb</td>
<td>Below 74</td>
<td>74-82</td>
<td>83-91</td>
<td>92-94</td>
<td>95-100</td>
</tr>
<tr>
<td>Videos</td>
<td>No videos are posted.</td>
<td>Video captures less than the required number of sessions.</td>
<td>Video portrays all required elements as defined by the assignment.</td>
<td>Video portrays all required elements of the assignment and includes an introduction or description.</td>
<td>Videos submitted meet all expectations of the assignment and include strong and convincing evidence for support.</td>
</tr>
<tr>
<td>Annotations</td>
<td>Video is not clearly annotated</td>
<td>Video labels but does not explain DPAS component being measured</td>
<td>Video is annotated so that the viewer can identify components being addressed but explanation is not clear.</td>
<td>Video is annotated so that the viewer can identify components being addressed and explanation is clear and convincing.</td>
<td>Video is annotated with specific references to how the evidence demonstrates alignment to the DPAS II.</td>
</tr>
<tr>
<td>Conferencing</td>
<td>There is no conference held between course instructor and candidate.</td>
<td>Conferencing is held but candidate does not come prepared with questions of their own.</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and/or have identified areas of strength and need.</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and evidence of their own identified areas of strength and need and some evidence. EX: My strengths are, or I need help with…..</td>
<td>Conferencing is held and candidate participates by bringing a list of questions and evidence of their own identified areas of strength and need and a specific plan for growth/improvement.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Reflection is not present on the effectiveness of the activity.</td>
<td>Reflection is attempted but only makes vague references to the strengths or areas of need within the activity.</td>
<td>Reflection on the strengths and areas of need within the activity is included.</td>
<td>Thorough reflection on the strengths and areas of need within the activity is included supported by specific evidence from the video.</td>
<td>Thorough reflection on the strengths and areas of need within the activity is included. The reflection also includes a specific plan for future refinement/implementation.</td>
</tr>
</tbody>
</table>