Department of Teaching and Learning
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Course Information

Prefix & Number	CIL 621
Title	Assessment in Literacy
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	CIL 601
Course Description (Course Introduction)	CIL 621 examines naturalistic procedures in literacy based on a holistic philosophy. Candidates are expected to field test selected assessment procedures. Strategies for improving instruction are presented with a focus on Response to Intervention and Differentiated Instruction. K-12 perspective, prerequisite: CIL 601
SPA Standards Addressed: Standard Domain Areas Addressed in this Course **INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential**	The contents of this support the principles outlined by COE Principles 1-10; and The Interstate New Teacher Assessment and Support Consortium (INTASC) Principles 1-10: **COE Principles Addressed** 1. Content Knowledge: The COE graduate knows and understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of content meaningful. They are passionate about their subjects and their work. \ 2. Individual Development: The COE graduate knows and understands how individuals learn and can develop and provide opportunities that support intellectual, career, social, and personal development. They seek ways to enhance the success of their future students. 3. Diverse Learners: The COE graduate knows and understands how

knowledge, and critical dispositions	individuals differ in their approaches to learning and creates opportunities that are equitable and adaptable to the needs of diverse learners. They demonstrate dispositions that reflect a caring nature toward their clients. 4. Planning Processes: The COE graduate understands planning processes based upon knowledge of content, learners characteristics, the community, and curriculum goals and standards. They are active participants in the local k-12 education system. 5. Strategies and Methods: The COE graduate knows and understands and can employ a variety of strategies and methods and encourages the development of critical thinking, problem solving, decision-making, and performance skills. They create lessons that promote student achievement. 6. Learning Environments: The COE graduate knows and understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. They create enriched learning environments. 7. Communication: The COE graduate knows and understands effective verbal, nonverbal, and media communication techniques and other forms of symbolic representation and can foster active inquiry, collaboration, and supporting interactions. They use technology to facilitate student learning. 8. Assessments: The COE graduate understands and promotes formal and informal assessment strategies and evaluates the learner's continuous intellectual, social, and physical development. They develop fair assessments of student achievement. 9. Collaboration, Ethics, and Relationships: The COE graduate understands and fosters ethical relationships with parents, school colleagues, and organizations in the larger community to support the individual's learning development. They build communication opportunities through trust and genuine regard for student personal and academic growth. 10. Reflection and Professional Development: The COE graduate is a reflective practitioner who continually evaluates the effects of choices and actions on students, adults, parents, and other professionals in the learning community, and who actively seeks opportunities to grow professionally. They respond to the rapidly changing educational context of Southern Nevada in a thoughtful manner

SPECIALTY PROGRAM AREA STANDARDS ADDRESSED:
Expectations for student learning fall into the categories of knowledge, performance/skills, dispositions, and results as we work toward the goal of Preparing Professionals for Changing Educational Contexts. Further, course objectives are related to the following International Reading Association Standards for Reading Professionals (see www.reading.org for online updates):

1. To define naturalistic assessment as it relates to English/Language Arts instruction (K-12). (1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes.)
2. To examine and analyze naturalistic assessment procedures appropriate for improving instruction in the English/Language Arts classroom (reading, writing, oral language, etc.). (3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.)
3. To compare and contrast naturalistic assessment with more traditional assessment methods. (3.4 Communicate results of assessments to specific individuals [students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.])
4. To select naturalistic assessment procedures that are best suited for particular educational settings and student needs. (3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.)
5. To gain proficiency in administering selected assessment tools, applying selected procedures, and evaluating the results. (3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.
6. To read and discuss related research and theory. (5.2 Continue to pursue the development of professional knowledge and dispositions.)
7. To examine how alternative assessment methods are used nationally and internationally and to consider ways to encourage local change. (3.4 Communicate results of assessments to specific individuals [students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.])

	8. To interpret assessment results for the planning of individual and group instruction. (3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.) 9. To reflect on the "power" of assessment tools as they relate to informing instructional practices. (3.4 Communicate results of assessments to specific individuals [students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.]) **Learning Outcomes & XIII. Results:** *Knowledge* • Continue to pursue the development of professional knowledge and dispositions (5.2). *Performance Skills* • Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes (1.1). • Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading (1.4). • Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. (3.1). *Dispositions* • Communicate results of assessments to specific individuals [students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.] (3.4). *Results* • Place students along a developmental continuum and identify students' proficiencies and difficulties (3.2) • Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds (3.3)

GENERAL COURSE OBJECTIVES

The goal of this course is to more strongly establish the interactions of theory, practice, and management in a variety of contexts and with a range of student abilities.

COURSE RESOURCES

Required Books and Materials
Cooter, R. B., Flynt, E. S., & Cooter, K. S. (2014). *Flynt/Cooter comprehensive reading inventory—2, The: Assessment of K-12 reading skills in English & Spanish*. (2nd. Ed.). Upper Saddle River, NJ: Pearson Education.
Supplemental assessment packet (online) has been developed and shared with you; this is where you will find a variety of assessments ranging from pre-emergent to adolescent reading levels.

*Scholarly articles and chapters available via WebCampus: Additional weekly readings will be assigned and will be available on WebCampus (Check syllabus & Webcampus regularly).

Supplemental Texts and/or Materials
Supplemental Texts and Journal Articles - check syllabus and Webcampus (weekly)
Suggested Internet Resources - check syllabus and Webcampus (weekly)

Recommended Texts (Available from Online Vendors – e.g., Amazon
Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2011). *Words their way* (5th ed.). Boston: Pearson. *(Older editions are fine, too, and often cheaper.)*

ATTENDANCE AND PARTICIPATION
Because we are a learning community and because you are professional educators and graduate students, the following apply: (a) All participants are expected to attend each class, arriving on time and remaining throughout the class; (b) Assignments are to be turned in on the day they are due; and (c) Although it is understood that emergencies and circumstances may occasionally intervene, absences and late assignments **will** impact your grade. If you will not be in class, e-mail me prior to the class session (you may call my office, but I cannot promise I will be there - email is best). **Also the use of cell phones, texting, or laptops (other than for class related purposes) is inconsiderate and unprofessional, and thus prohibited. This includes grading, messaging, etc. (I notice this and make notes of it throughout the semester). Be Present!!**

1 absence = no change in grade (but work missed in class may not be able to be made up).
2 absences = grade drops 1 letter grade (i.e. A to B)
3 absences = grade drops 2 letter grades (i.e. A to C)*

*This will not be reflected in the points, but taken off the letter grade at the completion of the course.

Assignments/Grading (all assignments are to be submitted via WebCampus)
• *You will be expected to participate in all scheduled classes,* which includes leading discussions of course content, readings, and other in class interactive demonstrations of instructional assessments. All assignments must be completed in order to pass the course.
• All assignments, unless otherwise specified, should follow APA format (i.e., https://owl.english.purdue.edu/) be double spaced, Times New Roman and 12 pt font.
• Below is a list of course activities. Late submission incurs a **10% penalty per day** off of the assignments starting point value. Assignments and assessments more than seven days late will NOT be accepted unless arrangements have been made with the instructor prior to the due date. Details for the assignments, exercises and assessment criteria will be posted here in the syllabus and will also be posted in WebCampus.
• Absolutely NO assignments will be accepted via email, in order for assignments to be graded they must be submitted to the assignment tab in WebCampus.

1. **Participate in a professional manner: 30 points**
    Students are expected to attend and participate in all scheduled classes, as well as, complete assigned readings and submit written assignments on the due dates. It is expected that a professional manner will be demonstrated by all participants, for example, active listening during peers' presentations and participating in all class activities. Lack of professional manner will result in loss of overall points. Refer to attendance policy above. (Also GRADING of student work is not professional and will not be tolerated, and will impact your participation points). *Standards: Continue to pursue the development of professional knowledge and dispositions (5.2).*

2. **Digital Dialogue Discussions (x2): 2 X 10 points = 20 points**
    Reading assignments are listed in the calendar for this course. For each portion's discussion-thread post, you will need to submit the following two items: 1) *extended initial response:* a critique or thoughtful professional response to the chapter in general or a specific prompt from me (~1 well-developed paragraph) as it pertains to teaching and assessments in classroom and instruction, which must include 1-2 quotes from the reading or reference the readings with APA citations, and 2) *brief follow-up interaction:* at least one response to others' posts. Note that your follow-up interactions should reflect the depth of professional thought. A quality response should respond to an idea presented by another class member in their post. Your response should be more than a simple comment such as: "I agree," "Good point," "Interesting comment," etc. Several ways to extend the discussion might be to describe a possible implication relating to a point in their post, describe connections to learning in other courses, refer to other articles or research-based information, offer suggestions on ways you see to use, modify, or extend an idea, etc. Use professional grammar and spelling for all posts.

3. **Tickets-In-the-Door/ Entrance Tickets/ Exit Tickets: 40 points**

"Ticket-In-the-Door" are strategies used to quickly assess student learning. To assess your knowledge and understanding of the assigned reading(s) you will be given a "Ticket-In-the-Door" on four different occasions throughout the semester. This can happen at the beginning or end of class time and the exact dates of the events will not be announced (AKA, it's like a pop quiz). It is recommended that you take notes during your assigned readings, because you may use your notes (not reading materials) on the *Tickets-In-the-Door*. These cannot be made up. *Standards: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes (1.1); Continue to pursue the development of professional knowledge and dispositions (5.2). [InTASC 1]*

4. *I as a learner… (2 Goals): Part 1 = 10 points + Part 2 = 60 points, total = 70 points*

As a learner and as a teacher developing professional dispositions, it is important to set goals, to consider how you will document and/or provide evidence that you are working toward those goals, and then to reflect on how you've done and what you want to know and/or accomplish next. For this class you will develop goals for yourself central to ELA or literacy learning in the classroom. You should consider examining areas of interest and challenge with in literacy and/or assessment (e.g., implementing the best assessment tools inside the classroom and developing strategies to guide instruction). You do not have to use the following format but you must include the 3 categories of information. We will return to your goals throughout the semester. You must complete each item in the table to receive full credit.
Your goals should be two that you can complete *this semester*. This assignment has 2 parts Part 1 Goal Identification and Explanation: Part 2 Materials/Evidence and Reflection.

Part 1 Goal Identification and Explanation: Please provide the following information related to your 2 goals (10 points) You do not have to use the following format but you must include the 3 categories of information. We will return to your goals throughout the semester. You must complete each item to receive full credit.

Professional, Course-Related Goal	Why the goal is important to me?	How I will document/provide evidence that I am working on this goal/accomplished this goal
Goal: Develop a virtual binder of lesson plans, assessment tools, and resources about reading, writing, comprehension, fluency, phonic/word study, vocabulary, motivation, and approaches for teaching and assessments.	I understand that assessment is important and necessary in order to guide my instruction. I need to gather information and tools to conduct the proper assessments in order to meet each students' needs.	Include notes from the textbook's assessments. I will also research 10 additional assessments (two for each of the 5 areas of the NRP). Then I will review these assessments in a write that will include the purpose, standard(s), and instructional strategies for each area. This will be compiled on a Wix page.
Goal: Develop knowledge about how to most effectively assess	I teach in a school that has a large number of ELLs and feel	I will research 10 current assessments and research (2007- 2017) being used

English Language Learners	like I know very little about the proper assessments to use.	and begin to implement these assessments with my students; providing the completed assessment as documentation. I will complete an annotated bibliography of the 10 peer-reviewed research articles. I will conclude with a 5-7 page research brief about my findings from the research. This will all be presented through a Google Sites page
Goal: Develop knowledge about how to most effectively assess and/or teach English language learners	As a new teachers in the 5th largest district in the U.S. I teach in a school that has a large number of ELLs and feel like I know very little about the proper assessments to use.	Research 10 current assessments being used and begin to implement these assessments with my students; providing the completed assessment as documentation. My final project will include the implementation of the 10 assessments and the 10 mini-lessons or lessons (following UNLV lesson plan guidelines) that were used to teach the intervention and implementation. Documentation (e.g., student work, lesson plans, administrator's signature, video, etc.) will be provided at the conclusion of this goal.
Goal: Develop a portfolio of different types of literacy assessments and instructional strategies for working with my tier 2 and tier 3 RTI students.	Even though I am new teacher I was selected to teach the striving readers for interventions, therefore I need to learn more about how to differentiate instruction for my RTI students	I will develop a virtual portfolio/ website using Weebly. I will evaluate 5 different types of literacy assessments (besides what was taught in class) and also I will develop and implement 5 mini-lessons aligned to my current tier 2 and tier 3 students with information gained from the 5 assessments. In conclusion I will write a 2-3 page reflection of the implementation of the assessment, as well as the strengths and weaknesses of the mini-lessons.
Goal: For my as "I as a learner" goal I will apply literacy and assessment strategies to middle school math concepts. Focusing on language and vocabulary standards.	Through the application of literacy in math, it will allow for my students to problemsolve, reason, and analyze information related to numbers and concepts. It will increase my knowledge and the increase my students' abilities to understand vocabulary, problem	I will develop 10 lesson plans that include both math and literacy standards (e.g., vocabulary development, instruction, practice). These 10 lesson plans will follow the current topics and standards of my class and will be developed in the UNLV lesson plan template. Finally this project will be organized and submitted through a Google Site page.

	procedures, and visuals to solve number-based, real world problems.	

Part 2 Materials/Evidence and Reflection: Due via WebCampus.
Throughout the semester you will collect materials and tangible evidence that support the two goals you are working towards completing. (This could include assessments you have tried, websites you are drawing information from, professional readings, lesson plans, PDF, etc.).
• At the end of the semester you will resubmit your goals along with any/all materials and evidence displaying your effectiveness in meeting your goals.

- o Submit your **original** goals and any modifications/changes to goals. What did you actually do? This must be approved prior to submission.
- o Complete a 3- to 5-page project description and narrative reflection that articulates how you went about the process of meeting your goals, references required.
- o Organize and submit all materials/evidence of the completed goals (professionalism).
- o Submit this assignment virtually –Google Sites page, Weebly, Wix, Prezi. This does not include Dropbox or Google Drive. You must construct the page to display your assignment.
- o Additionally the attachments must be embedded into the page, anything that has to be downloaded or opened will not be graded.

2 pts	Provide original goal or restate goal/new goal and any modifications made upon receiving feedback.
8 pts	3- to 5-page project description and narrative reflection of your goals, the tasks, and the outcome, with resources and references included.
15 pts	Goal 1: Evidence/documentation (For example: lesson plans, work samples, articles, anecdotal notes, meeting notes, assessment examples, ELL strategies, etc.)
15 pts	Goal 2: Evidence/documentation (For example: lesson plans, work samples, articles, anecdotal notes, meeting notes, assessment examples, ELL strategies, etc.)
10 pts	Technology and virtual submission
2 pts	Mechanics: grammar, spelling, punctuation
3 pts	APA (no credit if there are not resources or references)
5 pts	Professionalism (organization) – the organization of the product, the accessibility of the product/page – think of this document as to how and what will get you a teaching position or your next professional position.
Total: 60	Comments

5. Letter - parent/administrator: (WebCampus) 30 points

You will write a letter for either administration or parent/guardian explaining the assessment purpose and process, as well as asking permission to work with a student.

5 pts	Introduction and/or overview
5 pts	Explanation of importance – why are you doing the assessments, why are you working with the child? Ask permission - do not give a directive.
5 pts	Explanation of possible AEs or the type of assessments you will utilize
5 pts	Concluding topic/paragraph, asking permission (again – you only need this once, but I emphasize the importance).
4 pts	Mechanics: grammar, spelling, punctuation, Sentences and/or paragraphs are well developed
3 pts	Contact information and salutation
3 pts	Professionalism: For parent – no "educational jargon" Professionalism: Admin – appropriateness
30 pts	Comments

6. **Assessment Presentation/ Mini-lesson (Individual) 25 points**

In order to gain a broad understanding/perspective of formative and summative assessments that are being used in the school district we currently teach in (not only CCSD), each student will sign up to present one assessment protocol that they are currently using or could use in their classroom. This presentation should aim to provide a **demonstration** of how the assessment protocol is currently being implemented and utilized; you will share foundational information as to why this particular tool is of use in today's classrooms. The presentation should be approximately 10 minutes, no more than 15 minutes.

*Keep in mind this should be hands on and assist your peers in implementing the assessment should they choose to use it in their classroom.

5 pts	Powerpoint, prezi (multimedia), video explaining what, why and how this assessment is or should be used
10 pts	Assessment protocol modeled/demonstrated in an effective manner that enables peers to gain and understanding of how to implement it. Prepared Assessment explained/modeled Class engagement Clear and easy to understand
4 pts	Handout, pamphlet, etc. to accompany the assessment. Grade level appropriateness, content, and modifications for diverse learners.
3 pts	Professionalism (APA format, timeliness 10 minute presentation, no more than 15 minutes) 1 point deducted for each minute over 15 minutes.
3 pts	Post handout (e.g., handout, link, copy) and presentation to WebCampus by the end of the day, which you present.
25 pts	Comments

7a. Assessment Experiences (AEs) Result Summaries: (6 X 20 points) 120 points

Many alternative assessment tools will be demonstrated and discussed in class by your peers and me. You are required to conduct 6 AEs. While you may be teaching a particular grade level or subject, you should try to expand your knowledge of literacy assessment at all levels. Therefore, it may be necessary for you to find a student outside of your classroom and school who is willing to assist you with field-testing, but not necessary. **However, it is not acceptable to work with your own child.** To help guide you through the process there are sample students (Maria & Nate) and their videos to help you learn how to conduct the assessments. The videos are on WebCampus; there are examples of how to conduct the assessments, though you may not use these students. All components of this assignment must be completed to receive a grade. Including, results, student protocols, and student work. The **"same"** student will assessed for all of the six required assessments.

The following Assessment Experiences will be administered with the student you selected to work with. You are also required to write a detailed report of the results for each AE and reflection. The details of the write-ups and reflections will be discussed in class. See the rubrics for report of results and reflection below

AE#1 – week 5
AE#2 – week 7
AE#3 – week 9
AE#4 – week 10
AE#5 – week 11
AE#6 – week 12

(Each completed assessment can earn a total of 20 points, as the breakdown below demonstrates): Submit the rubric (below) with each AE.

Points	Requirements
1 pts	Minimum of 1 page write up, no more than 2 pages (any information after 2 pages will not be read).
2 pts	Student Data: first name (use a pseudonym), grade, age, and other information of interest without being intrusive. Needs to be included with all 6 write ups, but the information about the student can change.
2 pts	Name and purpose of procedure (protocol/assessment): – what is the name (resource) of the assessment?
4 pts	Results: (aka – data) of the assessment (analyzing the data from assessment protocol, and synthesis of results for assessment protocol, i.e., what score did the student receive out of 22 and/or how did the student do?) - Scores
6 pts	Instructional Recommendations: Based on the current assessment list 1 differentiated literacy strategy you could use with your student and the corresponding standards (NVACS / CCSS) that align with this strategy, i.e.,

	derivational endings, word study, comprehension, fluency. For example: <mark>"1 Teaching strategy from course resources, text, readings, or own personal teacher resources that you might use with your students based on the results of the assessment. Describe the strategy and why it would help your student. You must identify the NVACS/ CCCS it would meet."</mark>
2 pts	Grammar and professionalism (This includes APA; also if you have citations you will need a references section).
3 pts	Protocol attached: This includes scanning/printing and attaching completed student assessment protocols. You must use a protocol; this will help you to administer the assessment. Submit the assignment via WebCampus, needs to be submitted as a PDF.
TOTAL: 20 pts	Comments

Standards: Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. (3.1); Communicate results of assessments to specific individuals [students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.] (3.4). [InTASC 1, 2, 6].

7b. Reflections: (6 X 12 points) 72 points

Each of you will prepare a reflection of his/her assessment/intervention experience at the end of each AE session; this is not the AE summary, but an additional reflection. The reflections are to be in-depth, should include positive and negative aspects of the session, and include suggestions or recommendations for the next session. The reflections are to be submitted with the AE and should follow the rubric supplied. The reflection is at least 1.5 -2 pages (double-spaced; 12 point font size).

For example, additional information may include: Conclusion (Interpretation of what was gained from the assessment protocol. This includes insight you gleaned about the student based on the results of the assessment protocol. Consider both strengths and areas of improvement).

8. Student Assessment Portfolio: 35 points

By the end of the course you will have completed six assessments. You will address any and all corrections and then organize these six assessments in a professional fashion. This could be something that you could/would turn into an administrator or the student's parent/guardian. You will do a complete a 1-2 page write up similar to the AE write-ups you have been completing over the course of the semester, with a few adjustments. This should be written in paragraph form, you may use bullets if necessary, but written more in narrative style. Resources and/or citations are expected and require a reference page.

• Write-up and conclusions

- o "Briefly" recap your student and the six AEs. Also re-evaluate the instructional recommendations and more a final instructional strategy recommendation or need for future instruction, with standard(s)
- All six AEs and Reflections (with corrections)
- All protocols
- Parent letter

Points:	Requirements:
3 points	Student Data: first name (use a pseudonym), grade, age, and other information of interest without being intrusive
6 points	Brief recap of the AEs completed (6 in total). Synthesize the information (2-4 paragraphs for all 6)
6 points	Conclusions: Your interpretation of what was gained from the six assessment protocols. This includes insight you gleaned about the student based on the results of the assessment protocols as a whole. Consider both strengths and areas of improvements.
4 points	Justification for final instructional strategy recommendation or future instruction. How is it appropriate for your student? How does it align with their assessment results? Standards?
5 points	APA Grammar (1), professionalism (organization) (3), and readability/clarity (1) If you have/use resources or citations, you will need a reference page.
11 points	Include: parent/admin letter (2), all AE write-ups and reflections for all 6 protocols. (This includes scanning/printing and attaching completed student assessment protocols) (1 pt for each write and reflection, .5 for each protocol = 9 pts).
TOTAL: 35 points	Comments:

9. **Final AE Mini-Presentation: 20 points**

For the final presentation, you will be required to share your results and strategies as related to the Assessment Experience/Field Testing. Each person will have 5-7 minutes to discuss (in a group format) the assessments selected, results, strategies used, final outcome/results, and future recommendations. All students are required to prepare a single page handout (that will be turned into Dr. Scott AND you will submit your handout on WebCampus) to share with their classmates during the final presentation. All students must complete the final oral presentation (NO MAKE-UPS ALLOWED).

Standards: Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading (1.4). [InTASC 9,10]

Requirements: **Points:**

1. Professionalism and Participation	30
2. Digital Dialogue Discussion	20
3. Ticket-in-the-Door (4 X 10 pts. each)	40
4. I as a Learner Goals	70
5. Letter – Parent/Administrator	30
6. Assessment Presentation/Mini Lesson (Individual)	25
7a. Field Assessments and Summary (6 X 20 pts. each)	120
7b. Reflections (6 X 12 pts. each)	72
8. Student Assessment Portfolio	35
9. Mini-Presentation (must be present, cannot be made up)	20

TOTAL: 462

A 426 – 462	A - 416 - 425	B 379 - 406	B+ 407 - 415
B - 370 - 378	C 333 - 360	C+ 361 - 369	C - 324 - 332
D 287 - 314	D+ 315 - 323	D - 278 - 286	F < 277

SPECIAL NOTE

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy
Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching
The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Incomplete Grades
The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or

call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail
By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations
The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Library Resource
Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Any other class specific information
(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)