Course Professors: Marie Lynch
Lisa Fitzpatrick
Susan Dell

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
Department of Special Education
SPED 311

LANGUAGE DEVELOPMENT AND COMMUNICATION PROBLEMS IN CHILDREN

COURSE DESCRIPTION:
The process of language development in children is emphasized. Specific techniques for enhancing language development in children with disabilities are considered.
3 semester hours. Offered fall, spring, summer.

EXTENDED DESCRIPTION:
This course examines the "typical" language learner and factors that influence "atypical" language development. Bilingualism, autism, augmentative communication, the relationship between learning disabilities and language disabilities, and service delivery models are also explored. As an initial course in the professional sequence leading to eligibility for certification as a teacher in special education, the course provides the basic knowledge of the characteristics of speech/language disabilities and identifies implications for educational intervention and collaboration with other professionals who support language development.

RELATIONSHIP TO THE PROFESSIONAL PROGRAM:
One of four "core" courses, this course is the cornerstone experience among the special education program. It will provide students with a common intellectual grounding in speech/language development and the implications for academic learning.

RELATION TO KNOWLEDGE BASE AND FSHED:
Students will study the characteristics and needs of various speech and/or language disabilities and will identify appropriate classroom strategies to support development. Students will explore the interaction between teaching and learning style to enhance active participation on the part of the child. Diversity of learners (academic, linguistic, cultural, physical) is discussed in relation to instructional support. Assessment of language abilities within the venue of the classroom and by more formalized testing will be addressed. Students will be required to access and participate in Web-based learning and student testing.

PREREQUISITES: SPED 300 and SPED 310 and admission to the Department of Special Education
TEXT:
**Anderson, N.B., & Shames, G.H. (2006). Human Communication Disorders: An Introduction, 7th edition.
Boston: Allyn & Bacon.**
.
Additional Readings: To be provided on a weekly basis as relevant to the topics

RELATIONSHIP TO CEC INDIVIDUALIZED INDEPENDENCE CURRICULUM AND GENERAL CURRICULUM REFERENCED STANDARDS
This course relates most directly to the following CEC Standards:

IC1	**GC1**	Foundations
IC2	**GC2**	Characteristics of Learners
IC3	**GC3**	Individual Learning Differences
IC4	**GC4**	Instructional Strategies
IC5	**GC5**	Learning Environment and Social Interactions
IC6	**GC6**	Language
IC7	**GC7**	Communication and Collaborative Partnerships
IC8	**GC8**	Assessment

*Rhode Island Professional Teacher Standards (RIPTS) are also noted below:

COURSE OUTCOMES:
As a result of this course students will:
1. Demonstrate knowledge of reflective practices and implications for designing learning environments, instructional opportunities, and meaningful feedback to promote success.
    (***Planning, Action, Reflection***; RIPTS:3)

2. Demonstrate knowledge of the differences between speech, language, and communication; identify and analyze the responses of students with typical and non-typical communication.
    (***Diversity: Special Needs and Inclusion***; **IC3:S5)**

3. Demonstrate knowledge of the roles and responsibilities of the speech pathologist, classroom teacher, parent, special education teacher, and other student support professionals; identify how each function within a multidisciplinary team to maximize instruction. Indicate policies related to evaluation & referral.
    (***Pedagogy: Teaching and Learning***; **IC4:S11; IC5:S7; IC7:K1,3,4,5) (GC3:K3, S7; GC7:K1,3,4,5)** (RIPTS:2)

4. Identify how physical disabilities, sensory disabilities, and health impairments can affect a learner's language development, academics, auditory skills and social skills. Identify how specialized materials, assistive technology, and student-initiated learning to promote success. (***Knowledge: Human Learning and Development)***;(**IC2:K1,2; IC4:K1,2,3,4,S4,9; IC5:S2,4) (GC2:K1, 3,5; GC4:K1,3,4, S1)** (RIPTS:3.

5. Acquire knowledge of the hearing mechanisms, types of hearing loss, educational, language, and social issues, trends in the Deaf community, procedures used for identifying and supporting children with auditory disabilities (environmental and educational supports). (***Diversity: Cultural Diversity)***; **(IC4:K1,2,3,S5,6,25) (GC4: K3, 4; S1,25; GC5: K3,4; S2,6)** (RIPTS: 4)

6. Explore current research, journal articles, and web sites (professional organizations and family-generated) to explore an array of recent information in language development and special education. (***Professionalism: Professional Development)***; **(IC3:K3; IC5:S4; IC8:K1,S1,2,3) (GC7:K4; GC8: K1, S1)** (RIPTS: 10)

7. Analyze the many ways to describe communication, speech and language within the areas of pragmatics, semantic, syntax, fluency, and articulation as demonstrated by the Communication Inventory.
    (***Pedagogy: Assessment)***;(**IC3:K1,S1,2,5; IC4:S5) (GC3: K1, S1,2, 5; GC4:S10)** (RIPTS: 9

8. Utilize technology to support the analysis of a child's language/communication development. (***Pedagogy: Theory and Practice);*** RIPTS: 2)

9. Demonstrate knowledge of the interaction of multicultural influences in respect to oral and written language, involvement in school, overrepresentation in special education, and academic achievement. Identify culturally responsive instructional strategies used to assist in learning for students with identified disabilities and those "at-risk". (***Diversity: Cultural Diversity)***; **(IC3:S5; IC4:S5,6,8; IC5:S2; IC8:S2) (GC1: S2; GC4: S10,; GC8:S2)** (RIPTS: 4)

10. Develop an understanding of the role of augmentative communication systems for children who do not use oral or sign language for communication in educational settings. Identify the effects of augmentative communication on social skills and independence**. (*Pedagogy: Theory and Practice, Knowledge: Contexts of Schooling)*; (IC4:S13,18,22,K4;IC5:S5; IC6:K6) (GC4:K6; S18,25; GC5: S5; GC6:K4)** (RIPTS: 2, 6)

11. Students will plan and evaluate a series of lessons/experiences, and educational environments designed to develop oral and written language, concept development in a child with disabilities *(**Knowledge: Areas of Specialization***) **(GC5:S5)** (RIPTS: 5)

COURSE REQUIREMENTS:

A. Topic Summary Sheet
Select one topic of interest to you *RELATED TO THE FIELD OF SPEECH, LANGUAGE, COMMUNICATION* and prepare the following using the attached rubric:

1. **A Frequently Asked Question (FAQ) Fact Sheet** that describes **5 major issues/facts/specialized materials/ teaching techniques** relevant to your topic. This section of the Topic Summary Sheet can be NO MORE than one and a half pages, single spaced with ½ inch margins.

2. A List a total of **5 different journal/websites/ book references** (1999 - present) that you found helpful in researching information on your topic. Each journal/website/book reference should be accompanied by a 2 - 5 sentence summary of the references. (only 3 websites may be used)

3. A list of **3 national and 3 local resources (RI, CT, MA)** where parents and teachers can find additional information or support. You should include addresses, phone numbers, web site information and a brief summary of the services/information provided by this resource.

Knowledge: Human Learning and Development, Pedagogy: Assessment; CEC Standards: **(IC4:K1,S9; IC5:S6; IC7:K1; IC8:K1,S1,3)(GC2:K3, GC4:K1,S1; GC5:S5; GC7:K1; GC8:K1, S1)**   (RIPTS: 3, 9)

B. Exam
Knowledge: Areas of Specialization, (IC1:S1;IC2:K1,2; IC3:K1,S5; IC4:K1,2,S18; IC5:S2)
(GC2:K1,5;GC3:K1, S5; GC4:K1,3,4,5; S18,25; GC5: K3,4, S2; GC6:K4)   RIPTS:5

C. Communication Inventory   (see attached rubric)
Students will observe a school-aged child in a classroom environment. The time for this assignment may vary (e.g. 1-3 hours). The following areas related to communication will be analyzed:

- School environment
- Student information
- Effect of Diverse Language
- Classroom communication
- Lesson plans

Knowledge: Area of Specialization, Knowledge: Human Learning and Development; Diversity: Cultural Diversity;
CEC Standards**: (IC3:S2,5; IC4:K2,S4,5; IC5:S2; ICC6K1-3; IIC6K1; IIC6S2-3) (GC1:S2; GC3:S1,2; GC4:K3, S10; ICC6K1-K4; IGC6K1-K3)** RIPTS: 3, 4, 5

D. Interview Poster Presentation   (see attached rubric)

Students will observe and interview a parent or teacher of a child who has a diagnosed or suspected language or communication problem *or-* a child with typical developing language between the age of 1 and 2 $^{\frac{1}{2}}$ years of age. Students can work in pairs to complete this assignment, and will observe this child for at least 1 hour during the semester. Single students may use a recorded child provided by the instructor if desired. The following information will be gathered from the observation:

> **Child information:**
> Child's age, hearing status, personality, strengths and challenges using information gathered by parents, & teachers *and supported with direct examples from the observation.*
>
> **Transcribe a language sample** of at least 20 communicative acts using the format provided in class. Analyze the child's communication in regards to:
> - Types of Communication Used (Verbal & Non-Verbal)
> - Average Length of Utterance

Knowledge: Human Learning and Development, Pedagogy: Assessment;
CEC Standards: **(IC2:K1; IC3:S2,5) (GC2:K1; GC3:S1,2,5, S10)**   RIPTS: 3, 9

E.   Professionalism: Class participation and overall approach to academics will be considered each class session. Attendance will also be taken at each class. A student may have a total of 3 absences without an effect on their grade. A student will lose 5 points for each class missed after 3 class absences. It is the responsibility of the student to speak to the professor if unique and/or extreme circumstances exist that affects their attendance, which will be considered on a case-by-case basis. It is the responsibility of the student to get all the materials from a class member.

> **Background Criminal Investigation (BCI): All teacher candidates are expected to complete a BCI before entering any school in Rhode Island. CHECK DEPT LANGUAGE!**

STANDARDS:

Assignment	RI Professional Teacher Standards	CEC Standards	Conceptual Framework
Topic Summary Sheet	RIPTS: 3, 9	**#3: Individual Learning Differences** **#6: Language**	*Knowledge: Human Learning and Development, Pedagogy: Assessment*;
Exam	RIPTS:5	**#6: Language** **#3: Individual Learning Differences**	*Knowledge: Areas of Specialization*,
Communication Inventory	RIPTS: 3, 4, 5	**#6: Language** **#3: Individual Learning Differences**	*Knowledge: Area of Specialization, Knowledge: Human Learning and Development; Diversity: Cultural Diversity*
Interview Poster Presentation	RIPTS: 3, 9	**#3: Individual Learning Differences** **#6: Language**	*Knowledge: Human Learning and Development, Pedagogy: Assessment*;

GRADING:

Grade Weight	Assignment	Date Due:
20%	A. Topic Summary Sheet	2/8/10
20%	B. Exam	3/22/10
35%	C. Communication Inventory (draft)	3/8/10
	Communication Inventory (final)	4/5/10
20%	D. Interview Poster Presentation (2 sessions)	4/26/10 & 5/3/10
5%	E. Professionalism	Ongoing

CRITERION FOR GRADING:
- Grading is based on the content provided, clarity of expression, and presentation of information. All papers must be typed, stapled, have no plastic covers, and be free of printer errors. Professionalism counts in grading. It is HIGHLY advisable to use a spelling and grammar tool prior to paper submission.
- No grades will be rounded up or down.
- **Each calendar day an assignment is late, a half- letter grade will be deducted** from the grade (A to A-; B- to C+)…no exceptions.
- **A student must complete ALL assignments** (except for Class Assignments which may not be made-up) to receive a passing grade in this class. A grade of Incomplete or Withdrawal will only be considered in extreme student circumstances as consistent with the Rhode Island College student handbook.
- **Make-up Exams** will be given only if permission is granted prior to the scheduled exam.
- **Students will have the opportunity to revise any component of the Communication Inventory artifact that does not meet standard, one time.** Rubric and project specifications are provided for each assignment. The final grade for the assignment will be an average of points derived from the first and second submissions.

COURSE GRADING & ARTIFACT RATINGS

A	94 and above (target)	A-	90 – 93 (acceptable)	B+	87 - 89 (acceptable)
B	84 – 86 (acceptable)	B-	80 - 83 (acceptable)	C+	77 - 79
C	74 - 76	C-	70 - 73	D+	67 - 69
D	64 - 66	D-	60 - 63	F	Under 60

POLICIES:
- **Classroom Interactions:** Students are expected to come to class prepared to discuss relevant course topics and interact with all class members. Thus, it is necessary that all interactions be respectful of individual differences, perspectives, and experiences.
- **Accommodations:** Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The Student Life Office is located in Rm. 127 in Craig-Lee Hall. The telephone number is 456-8061. To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with the professor at the beginning of the semester.
- **Academic Honesty:** Please refer to Rhode Island College Handbook policies and procedures on Academic Honesty. Plagiarism on a paper or cheating on a test or quiz results in automatic failure of that assignment and disciplinary action. See attached.
- **BCI Requirement:** FSEHD has instituted a new policy to require a BCI (background check) for all students who will come in contact with children/youth as a result of a course. This includes all undergraduate and graduate Special Education classes with a practicum, classes with an assignment that requires contact with students, graduate internships and student teaching beginning Spring 2010 semester. Students will be responsible to: obtain a BCI through the FSEHD or obtain a BCI directly through the Attorney General or Provide evidence of a previous BCI (within one year). **Please review** http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment

for more information.

COURSE OUTLINE:

#	Date	Topic	Readings	Standards
#1		**Introduction/ Course Policies and Procedures/** Definitions of speech, language communication Terminology used in the major components of the language system **General Issues in Communication** Etiologies of individuals with Communication differences Effects of physical, health, and sensory issues on language **Topic Summary Review**	Chapter 1	**IC3:K1** **IC8:S1,2,3** **IC2:K1,2; IC4:S18,22 IC6: K6; IC7:K1 GC2:K1, 3;GC4:S18, 25; GC5:S5; GC6:K4**
#2		**An overview of language development** Milestones of speech and language development **Multicultural Considerations in Speech and Lang. Development** Characteristics of multicultural learners that affect language acquisition; instructional strategies; assessment of language proficiency	Chapter 2 & 4 **Topic Summary Research**	**IC3:S2,5;IC4:K1;S5,9; IC5:S2;IC8:S2 GC1, S2; GC3: S2;GC4:S1,10; GC7:K3 IC3:S2,5;IC4:K1;S5,9; IC5:S2;IC8:S2 GC1, S2; GC3: S2;GC4:S1,10; GC7:K3**
#	Date	Topic	Readings	Standards
#3		**Multicultural Considerations in Speech and Lang. Development** (continued) *POSSIBLE SCHOOL VISIT* *Topic Summary - DUE*	Chapter 2 & 4	
	Mon 2/15	**INDEPENDENT WORK ASSIGNED**		
#4		**Hearing Impairment and Educational Considerations for Students:** Terminology; Issues in the Deaf Community; Assistive Technology **Speech Lesson Plans** Good Language Model Techniques used to promote language	Chapter 17	**IC1:S1 IC2:K1,2;IC3:K1, IC4:K1,2,3;S5,9,18; IC5:S2, 4,6 IC7:K1 GC2:K1, 5; GC3:K1; GC4:K1,3,4,5 GC5: K3, 4, S2, 6**
#5		**Typical Language Development & Characteristics of a Language Disability**	Chapter 3 & 6	**IC3:K1, S2,5; IC4:S5 GC3:K1, S1,2,5**

		Assessment of language: form, function & use **Typical articulation errors and effects on speech** Detecting/correcting errors of oral language		
#6		**EXAM REVIEW** *(draft) Communication Inventory – DUE*	Chapter 3 & 6	**IC2:K1,2; IC4:S18,22 IC6: K6; IC7:K1 GC2:K1, 3;GC4:S18, 25; GC5:S5; GC6:K4**
#7		**EXAM** **Craniofacial Abnormalities and the effects on speech:** Causes/effects **Tourette's syndrome as it relates to speech/language**	Chapter 9	**IC4:S9;IC5:S4,5; GC5:S4;** **IC2:K2; IC4;K1,**

#	Date	Topic	Readings	Standards
#8		**Phonemic awareness** **Fluency disorder in the classroom** **Traumatic Brain Injury and the effects on language and learning**	Chapter 7 & 14	**IC2: K1,2;**
#9		**Speech/Language services in the schools** Policies in assessment, referral, screening, and placement Ethical responsibilities related to students "at-risk" Involvement of the family in information and intervention **Professional organizations: CEC, ASHA** *(final)* ***Communication Inventory - DUE***	Chapter 11 & 12	**IC3:K3; IC4:S11,16; IC5S6,7; IC7:K3,4,5; IC8:K1,S1,3 GC3:K3,GC5:S7; GC7:K1, 3,4,5 GC8: K1,S1,2**
#10		**Autism Spectrum Disorders:** Communication and social skills Strategies to support learners Communication alternatives/specialized materials: Schedules, Social Stories, PECS; family supports	Chapter 15	*IC2:K2; IC4:K4,8,9; IC6:K6; IC7:K1* **GC3:S5; GC4:K1,3, 6, S1, 18 GC6:K4**
#11		**Assistive Technology in the Classroom** Supporting Speech and Language with Computers **Augmentative Communication:** Considerations for selecting type of augmentative communication and content	Chapter 15	
#12		**POSTER SESSION (1/2 class)**		
#13		**POSTER SESSION (1/2 class)**		

REFERENCES

Artiles, A.J. & Ortiz, A.A. (Eds). (2002). *English Language Learners with Special Education Needs: Identification, Assessment, and Instruction*. Washington DC: Center for Applied Linguistics.

Cloud, N., Genesee, F., Hamayan, E. (2000). *Dual Language Instruction: A Handbook for Enriched Education*. Boston: Heinle.

Delpit, L. (Ed.) (2002). *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York: New Press.

Marschark, M., Lang, H.G., Albertini, J.A. (2002). Educating Deaf Children. New York: Oxford.

Owens, R.E., Metz, D.E., & Haas, A. (2007). *Introduction to Communication Disorders, 3rd edition*. Boston: Pearson.

INTERNET RESOURCES

American Speech-Language-Hearing Association: **http://www.asha.org/**
Council for Exceptional Children: **http://www.cec.sped.org/**
National Association of the Deaf: **http://www.nad.org**
Rhode Island Department of Education: **http://www.ridoe.net**
Rhode Island Technical Assistance Project: **http://www.ritap.org/**
Universal Design for Learning: **http://www.cast.org/udl/**
US Dept. of Education, Office of Special Education: **http://www.ed.gov/about/offices/list/osers/osep**
WIDA Standards: http://widadev.wceruw.org/standards/elp.aspx

3.9 ACADEMIC STANDARDS
3.9.1 Academic Dishonesty
(As amended by the Council of Rhode Island College – 11/07/08)
Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.
(a) Examples of Academic Dishonesty include (but are not limited to):
• **Cheating**: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
• **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
• **Plagiarism**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
i. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39).
Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.
• **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
• **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
• Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
• **Multiple Submissions**: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.
(b) Faculty Role
The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported.
Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty.
A faculty member may take action up to and including failing a student accused of academic dishonesty.

Some often-used penalties include:
i. A low or failing grade on the assignment in which the offense occurred.
ii. An additional assignment.
iii. Reduction of the final grade up to and including failure.
iv. Any combination of the above.
In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

GRADING POLICIES
- Grading will be based on content provided, clarity of expression, and presentation of information.
- Professionalism counts in grading.   It is HIGHLY advisable to use a spelling and grammar tool prior to paper submission.
- Students are expected to attend class regularly and adhere to the college policy on Academic Honesty.

Dispositions/Performance Consistent with the Special Education Teaching Profession will be evaluated.   Student performance inconsistent with the teaching profession will be documented on the Special Education Department Retention Form. Unacceptable performance within the practicum experience (as observed by the college professor and the practicum teacher) may result in a teacher candidate's dismissal from preparation for teacher licensure.

Department of Special Education
Candidate Documentation Form

** Forms are due to the Department by the last day of finals**

Candidate's Name _____ ID# _____

SPED Course # _____ Section # _____ Sem _____ Year _____

Assess the candidate in the following areas; circle the appropriate box: S for satisfactory or U for unsatisfactory. Use the space just below the area to include comments. Please use the back if additional space is needed.

S　　**U**　　Plans/Implements meaningful and significant learning

S　　**U**　　Uses effective management

S　　**U**　　Uses feedback constructively

S　　**U**　　Is timely

S　　**U**　　Attends class regularly

S　　**U**　　Collaborates effectively

S　　**U**　　Demonstrates knowledge of content

S　　**U**　　Other concerns

In the overall evaluation, (which takes into account any of the attributes/behaviors on this form, the candidate's grade, and/or the candidate's dispositions) this candidate is:

____ Recommended to Continue with Concerns   ____ Not Recommended to Continue in Program   Grade _____

_____   _____
Faculty signature   Date

____ I agree with the area(s) identified above   ____ I **<u>do not</u>** agree with the area(s) identified above   (Candidate may
submit a response)

I _____ have read this on _____.
Candidate's signature   Date

COMMUNICATION INVENTORY GRADING RUBRICS

Knowledge: Human Learning and Development, Pedagogy: Assessment,
RIPTS #9: Teachers use a variety of formal and informal assessment strategies to support continuous development of the learner. CEC IIC and IGC Standards 3, 6

DESCRIPTION OF THE LEARNING ENVIRONMENT - REQUIRED

Areas of Analysis		UNACCEPTABLE		ACCEPTABLE	TARGET
Class Basics ❑ Size of the classroom ❑ Number of students in the classroom ❑ Number of teachers and paraprofessionals ❑ 3 Classroom Features ❑ Description of the 2 activities observed (no more than one paragraph each)		❑ Information was not found in this area	❑ More than one area of analysis of the environment was missing ❑ Information was found but important information was missing or the level of detail did not present a full description of the environment	❑ Information reflects an adequate amount of information to provide an overview of the environment	❑ This section provides an excellent overview of the environment ❑ Many details have been provided
ICC5K1	ICC5K1	0	1	2 3	4 5
Practices that Promote Learning *3 Practices of Cultural Sensitivity & Linguistic Supports are described with a rationale for how each promotes learning *3 Language Supports are described with rational for how each promotes learning.		❑ Information was not found in this area	❑ More than one area of analysis of the practices used to promote language learning was missing ❑ Information was found but important information was missing or the level of detail did not present a full description of this area	❑ Information reflects an adequate amount of information to provide an overview of the practices used in this environment to promote language learning.	❑ This section provides an excellent overview of the practices used in the classroom that promote language learning for students with diverse language abilities ❑ Each section is defined and supported with many details in all required areas
ICC6S1-S2, IIC6S3	ICC6S1-S2, IGC6S5	0	2 3	4 5 6	7 8

GENERAL DESCRIPTION OF THE STUDENT - REQUIRED

Student: Brief description of ❑ Child's age ❑ Grade in school ❑ Special services received ❑ Child's strengths (1-2 paragraphs) ❑ Child's areas of challenge (1-2 paragraphs)		❑ Information was not found in this areas	❑ Information was found but described with a limited detail. ❑ Information was found but important information was missing. Some areas of analysis were weakly described	❑ Information reflects an overview with details provided in all areas identified	❑ This section provides an excellent overview of the student, describing all areas identified in detail
ICC3K1,ICC6K1 ICC2K7, IIC2K4	ICC3K1, ICC6K1 IGC2K7, IGC2K4	0	2 3	4 5 6	7 8

COMMUNICATION INVENTORY GRADING RUBRICS

Knowledge: Human Learning and Development, Pedagogy: Assessment,

RIPTS #9: Teachers use a variety of formal and informal assessment strategies to support continuous development of the learner. CEC IIC and IGC Standards 3, 6

STUDENT'S DIVERSITY OF LANGUAGE:　REQUIRED

Areas of Analysis		UNACCEPTABLE		ACCEPTABLE	TARGET
*Multiple Language Variety of Language ☐What language(s) are used in the home? ☐What was the first language of instruction in school and the model of the classroom (Bilingual Ed? ESL? Immersion?) ☐Child's level of *spoken language* (use WIDA standards discussed in class) *& written language proficiency* in English ☐Child's level of *spoken language & written language proficiency* in a language or dialect other than English		☐ Fewer than 3 areas of analysis are addressed ☐ Analysis includes few examples ☐ Analysis reflects minimal understanding of each area of analysis	☐ Less than 5 areas of analysis are addressed ☐ Many areas of analysis include only one example in most instances and does not describe the process used to gain information ☐ Analysis reflects a marginal understanding	☐ All areas of analysis are investigated and described in separate paragraphs ☐ Most areas of analysis include two examples that demonstrate the child's performance and/or the process used to gain information. ☐ Analysis reflects a good understanding of content	☐ All areas of analysis are investigated, defined, and described in separate paragraphs ☐ At least 2 examples are included in each area that clearly demonstrates the child's performance and/or the process used to gain information. ☐ Level of Analysis reflects an excellent understanding of content
ICC6K1-K2;	ICC6K1-K2; IGC6K3	0	2　　　3	4　　5　　6	7　　　8

PLANNING FOR INSTRUCTION - REQUIRED

Areas of Analysis		UNACCEPTABLE		ACCEPTABLE	TARGET
IEP Pages • Includes Baseline statements of Student's current skills, • Measureable & observable goals based on need • Several Objectives are offered based on need • WIDA or other ESL Standards		☐ Baseline statement is not included ☐ Format is not consistent with the handout in class ☐ Certain areas were not correctly done	☐ <2 IEP pages were included and most areas were somewhat complete ☐ Baseline, Goals and Objectives were general and do not address the specific needs of this child	☐ 2 IEP pages were included and all areas were complete. ☐ Baseline statements reflect a good understanding of student with language & speech needs. ☐ Goals and Objectives are directly related to the student's needs.	☐ 2 IEP pages were included and the ☐ Baseline statements reflect strong understanding of planning for a student with language & speech needs. ☐ Goals and Objectives are measureable & observable and explicitly relate to the student's needs ☐ Evidence of WIDA (or other ESL) Standards
IIC6S1 IIC6S3 ICC7S1-2	IGC6S1 IGC6S5 ICC7S1-2	0　　1	2　　　3	4　　5　　6	7　　　8

COMMUNICATION INVENTORY GRADING RUBRICS

Knowledge: Human Learning and Development, Pedagogy: Assessment,
RIPTS #9: Teachers use a variety of formal and informal assessment strategies to support continuous development of the learner. CEC IIC and IGC Standards 3, 6

Professionalism of the Paper					
	UNACCEPTABLE		ACCEPTABLE		TARGET
Writing Mechanics And **Presentation of Paper**	❑ Writing skills require significant improvement 0	❑ Writing Skills require some improvement 1	❑ Good Writing Skills with few errors noted 2 3		❑ Excellent writing skills 4 5
	❑ Acronyms are not defined ❑ Errors of format	❑ errors of spelling ❑ Font difficult to read	❑ errors of grammar ❑ Headers not used	❑ non-professional language used ❑ Pages not numbered	❑ Not concisely worded Ideas are difficult to follow in some areas

_____/42   Grade for Paper: _____/100

Name _____   Professor's Signature _____ date_____

Evaluation of Communication Inventory

❑	❑	❑
Unacceptable	Acceptable	Target

_____ Initial Submission   _____ Re-submission