

# Wilmington University

## College of Education

Course Number: MRD 7806

Course Title: Writing Assessment and Instruction

Faculty Contact:

Course Description: This is a three credit course designed to focus on writing development of children within the K-12 environment. Candidates will learn about the history of teaching writing. Students in this course will learn about the processes of writing development including types and purposes of writing. Candidates will complete activities to prepare them to assess student writing and design differentiated lessons to support growth and development in acquiring writing skills. Candidates will examine research and trends related to state and national standards in writing. The course includes opportunities for design and implementation of writing lessons including reflection and evaluation of lesson effectiveness. Candidates will also spend time investigating appropriate strategies and routines to support students who struggle in reading and writing. Attention and time will be spent recognizing and understanding the forms of diversity present in writing development and their importance in learning to write.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab
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## Assignments and Grading –

## WRITE AWAY

NOTE: You will NOT be able to pass this course without documentation of your presentations, regardless of the quality of your actual product!

## Structured Assignment A: Write Away

50%

Administer writing assessment to group of students or whole class. Analyze assessment results. Develop, design and implement 1 writing assignment appropriate for the classroom reflecting the following related to the process of writing.

- o Based on research related to writing and its development
- o State, national and local standards
- o Initial assessment results indicating need for specific writing topics
- o Create a grouping matrix with a priority of writing instructional needs based on analysis of student writing
- o Development of writing routines within the classroom
- o Differentiation opportunities to support the learning of diverse learners within the classroom.
- o Inclusion of scoring criteria or rubrics for evaluation and samples from each score point
- o Reflection and evaluation of effectiveness of lessons and implementation
- o Develop a plan for communication of assessment and performance results with appropriate stakeholders.

## Structured Assignment B: Connecting Through Writing

30%

Develop, design and implement 1 content based writing assignment reflecting the following related to the process of writing

- o Based on research related to writing and its development
- o State, national and local standards
- o Link to content specific topics
- o Reflect differentiation opportunities to support the learning of diverse learners within the classroom.
- o Inclusion of scoring criteria or rubrics for evaluation and samples from each score point
- o Reflection and evaluation of effectiveness of lessons and implementation

Fall 2021/ILA 2017

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College of Education Attendance Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Va the University policy. Va the

Learning Activities/Performance Tasks:

2.3	Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.
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Learning Outcome 3: Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders. (Standard 3)

Learning Activities/Performance Tasks:

3.2	Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.
3.3	Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.
3.4	Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/ guardians.

Learning Outcome 5: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment. (Standard 5)

## Learning Activities/Performance Tasks:

5.1	Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.
5.4	Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

Learning Outcome 6: Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.  
(Standard 6)

## Learning Activities/Performance Tasks:

6.2	Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.
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Assessment Analysis: Administer and score writing assessment to analyze writing both holistically and analytically. Following scoring, prioritize student need based on the CCSS standards and present level of performance. Create a rationale for planning writing lessons to be delivered in the classroom, grouping students by need as appropriate.

Performance Level	Novice	Emerging	Proficient (TARGET)	Advanced Performance
IRA 3.1, 3.2 Assessment				







PART 2: Lesson Plan and Modeling (30%): Based on the conversation and data review of the pre-conference, create and implement (model) one content area writing activity that is interactive; a student centered lesson designed for varied learners'



MRD 7806 Verification Form

*To be completed by student as verification and submitted with final SEA assignments*

Candidate Name \_\_\_\_\_

Date \_\_\_\_\_

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Curriculum and Instruction

\_\_\_\_\_ MRD 7806 SEA B- lesson planning

Professional Learning and Leadership

\_\_\_\_\_ MRD 7806 SEA B- conferencing and modeling

VERIFICATION OF ON-SITE IMPLEMENTATION

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