

**Northeastern Illinois University
Teacher Education Department
Course Syllabus**

**ECED 313: WIP: LANGUAGE DEVELOPMENT AND EDUCATIONAL
IMPLICATIONS**

Instructor:
Office Hours:

Office:
email:

Phone:

Required Textbook

Otto, B. (2010). *Language development in early childhood*. Columbus, OH: Pearson Education.

Course Description

Focuses upon language growth and development of young children with particular emphasis upon programs and techniques designed to facilitate acquisition of language skills. Major language acquisition theories are studied. The relationship of language development to cognitive and social-emotional growth is explored. Basic language development inventories are reviewed. Prerequisites: ENG 101, EDFN 302 and EDFN 303 or equivalent.

This course has been approved as a Writing Intensive course as part of the Writing Intensive Program (WIP). Successful completion of this course fulfills the Writing Intensive graduation requirement for health education, community health, and physical education majors who entered the university in Fall 2008 or later. Speak to your advisor or visit <http://www.neiu.edu/~wip> for more information.

Student Learning Outcomes

Upon completing this course, students will

1. Develop an awareness of the strategies in fostering language development through formal and informal instructional strategies.
2. Describe the progress of typical language development from birth to maturity.
3. Describe the language development process of exceptional children along with strategies for its promotion.
4. Discuss and compare the major theories of language development with their implications for instruction.
5. Discuss characteristics of language development specific to bilingual children.
6. Discuss major research related to language acquisition and development.
7. Assess children's language behavior in the classroom.
8. Describe the characteristics of an optimum environment for language development.
9. Describe some conditions of language delay and disorder.
10. Discuss strategies for enhancing language development among children of cultural and linguistic diversity.
11. Demonstrate an understanding of the relationships between culture, language and children's home language.
12. Affirm, respect, and support, language development of all children.
13. Evaluate and demonstrate appropriate use of technology with young children in enhancing language development.

Accessibility Accommodations

NEIU faculty will make reasonable accommodations for students with disabilities pending notification from the Accessibility Center. The Accessibility Center is located in the D Building, Room 104. Please call them at (773) 442-4595 for assistance.

Policy on Class Attendance

Students are expected to attend all regularly scheduled classes and examinations. If a student has more than three unexcused absences (or one per class credit hour), the instructor may lower the student’s grade, require additional work, and/or impose other sanctions as appropriate. Additional class attendance provisions may be adopted by the department.

Grading Scale

- Scale: 100 - 90% = A
- 89 - 80% = B
- 79 - 70% = C
- 69 - 60% = D
- 59% - Below = F

CLASS ASSESSMENTS:

1. Attendance, participation, in-class activities	30 pts
2. Toddler Language Observations (2, 15 pts each)	30 pts
3. In-class Reflective Journals	15 pts
4. Parent Newsletter	20 pts
4. <i>Young Children</i> Journal Review	30 pts
5. Curriculum Constructed Response	30 pts
4. Midterm Examination	60 pts
5. Storybook-Based Language Observation (requires audio-taping and submission of cassette or CD/DVD)	100 pts
6. Final Examination	60 pts
TOTAL	375 pts

DATE	TOPIC	READINGS/ASSIGNMENTS
Week 1:	Course overview; Aspects of Language Knowledge and Theoretical Perspectives	Chp 1
Week 2:	Theories: Language and Learning	Chps 1-2
Week 3:	Linguistic Diversity	Chp 3 <i>In-class Reflective Journal #1</i>
Week 4:	Linguistic Diversity	Chp 3, continued
Week 5:	Language development: Infant/Toddler Assessing Language Development of Infants and Toddlers Workshop for Conducting Observations	Chp 4 <i>In-class Reflective Journal #2</i>
Week 6:	Enhancing Language Development Among Infants and Toddlers	Chp 5 <i>Observation #1 Due</i>
Week 7:	Preschool Language Development Curriculum Constructed Response Writing Workshop	Chp 6
Week 8	Enhancing Preschool Language Development Parent Newsletter Writing Workshop	Chp 7
Week 9	Exploring Children's Use of Language: Informal Assessments in Preschool Years Storybook –Based Language Observation Writing Workshop Review for Midterm Exam	Chp 12
Week 10:	Midterm Examination including Curriculum Constructed Response (in-class draft)	<i>Parent Newsletter Due</i>
Week 11:	Language Development in Kindergarten Enhancing Language Development in Kindergarten <i>Young Children</i> Journal Review Workshop	Chps 8, 9 <i>Observation #2 Due</i>
Week 12:	Language Development in Primary Grades Enhancing Primary Language Development	Chp 10, 11 <i>In-class Reflective Journal #3</i>
Week 13:	Exploring Children's Use of Language: Informal and Formal Assessment in Kindergarten and Primary Years	Chp 12

Week 14:	Language Disorders/Special Needs	Chp 13 <i>Storybook-based Language Observation Due</i>
Week 15:	Language Disorders/Special Needs, continued Final Exam Review	Chp 13 <i>Young Children Article Review Due</i>
Week 16:	Final Examination including Curriculum Constructed Response (final)	

ECED 313 Writing Intensive Course Requirements

This course requires three types of writing assignments/experiences: Core Writing Assignments, Supporting Writing Assignments and Supporting Tasks. Specifically, this includes the following:

Core Writing Assignments:	% of Final Grade	# pages (minimum)
Storybook based Language Observation	27%	10
Parent Newsletter	5%	2
Curriculum Constructed Response	8%	4
<i>Young Children Journal Review</i>	8%	4
Toddler Language Observations	8%	4

Supporting Writing Assignments

In-class Reflective Journals

Writing Workshop Exit Reflections

Supporting Tasks

In-class writing workshops on Core Writing Assignments

Individual Conferences

See assignment descriptions and rubrics which follow.

Core Writing Assignment: Storybook based Language Observation

Task

Observe, document and analyze a child's language development during storybook sharing with respect to the five aspects of language knowledge: phonetic, semantic, syntactic, morphemic and pragmatic.

Audience

This assignment is prepared to be shared with other teaching professionals as part of a child assessment program.

Purpose

- To assess children's language behavior.
- To demonstrate an understanding of the relationships between culture, language and children's home language.
- To clearly and thoroughly describe and analyze in writing a child's verbal and non-verbal interactions during shared storybook time for assessment of language development

Due Date

In-class Writing Workshop-Week 9

Students will bring in a draft of their storybook observation and transcription to receive feedback on writing, format and content. No grade assigned on draft.

Final copy due with attachments-Week 14

Format

The format template will also be uploaded to the class' blackboard site. In addition to the written report, you are to submit an audio tape or DVD/video of the observation.

Example

An example of a completed Storybook based Language Observation will be posted on our class' Blackboard site.

Evaluation Criteria

A rubric is included in this syllabus.

Other Information

The two Toddler Observation Assignments (included as Core Writing Assignments) will help prepare you to complete the Storybook Based Observation Assignment. It is your responsibility to contact me with any questions or problems you have with this assignment.

Core Writing Assignment: Parent Newsletter**Task**

Prepare a newsletter on language development.

Audience

The newsletter is to be shared with parents whose children are in your toddler daycare classroom. The specific written format will be targeted for accessibility by parents in your toddler daycare classroom.

Purpose

- To develop a newsletter that describes how your classroom curriculum and activities support language development
- To develop a newsletter that describes how parents can enhance their children's language development at home and in community activities]
- To develop a newsletter that is attractively designed, informative, engaging and easily read by parents of varied literacy skills

Due Dates

Initial draft of newsletter Week 8 In Class
 Workshop activities will focus on how to write to a specific audience and the selection of key concepts and experiences to include in a newsletter. No grade assigned on draft.

Final draft of newsletter (hard copy) Week 10 Class time

Format

A template for the newsletter will be posted on our class' Bb site. The workshop will focus on the content of the newsletter. Students will use the template for the final submission.

Example

See the example posted on our class' Bb site.

Evaluation Criteria

See rubric attached.

Other Information

It is your responsibility to contact me with any questions or problems you have with this assignment.

Core Writing Assignment: Curriculum Constructed Response

This assignment parallels the required Constructed Response that is part of the Illinois State Board of Education/NES required test for teaching certification. Students typically take this state test during student teaching or shortly after graduation. Test results are not required for graduation, but are required to receive state teacher certification. This assignment is intended to prepare teacher candidates to be successful on the state exam. (Past test scores have indicated this section of the test is problematic for NEIU ECED students.)

Audience

This assignment is to be written for an audience of certified early childhood teachers.

Purpose

- To describe in detail the rationale and procedures for implementing a specific series of activities related to language development in an early childhood classroom.
- To develop an awareness of the strategies in fostering language development through formal and informal instructional strategies.
- To successfully meet the state testing criteria for the written/constructed response section: (include criteria sections)

Due Dates

In-class prewriting and planning stage Week 7
 Initial Draft In Class (No grade assigned for initial draft.) Week 10
 Essay #2 Final Submission In Class Week 16

Format

The constructed response is a 2-page (minimum) essay in which the candidate identifies a specific student (preschool-primary) learning outcome or skill, describes in detail the rationale for using a particular teaching strategy, describes a step-by-step procedure for implementing the strategy, and provides an elaborated example of a specific learning activity based on that strategy.

Example

See the attached sheet for an example prompt.

Evaluation Criteria

The attached grading criteria are from the ISBE/NES study guide.

Other Information

After you have received feedback on your initial draft, it is up to you to contact me if you need help or have questions.

Core Writing Assignment: *Young Children Journal Review***Task**

Prepare a written review of a professional journal article on language development among children with special needs or English language learners.

Audience

The audience is certified teachers in early childhood education.

Purpose

- To discuss major research related to language acquisition and development.
- To discuss strategies for enhancing language development among children of cultural and linguistic diversity.
- To discuss strategies for enhancing language development among children with exceptionalities.
- To summarize, synthesize, and analyze in writing a professional journal article and relate it to your own professional knowledge.

Due Dates

In-class Workshop-Week 11

Bring in copy of selected journal article. Workshop will focus on how to write a summary and reflective critique of article.

Final review due-Week 15

Format

1. Select an article from the designated journal which has a topic related to language development of English language learners or children with exceptionalities. The article should be a minimum of eight pages in length. Photocopy the article to turn in with your written review. (It will be returned to you when your review is graded.)

2. Write up a review using the following outline. Follow the format below in preparing your review. Papers must be typed/word processed. The minimum length of your written review is four pages; maximum length is six pages.

This journal review is to be written in *your own words*; however, if you need to quote a statement from the original article in order to illustrate a particular point, you **MUST** include the quoted material in quotation marks **and** italics, along with the page number from the article in parentheses (e.g. p. 5).

If the article you select does not have sufficient content to complete this assignment, then you will need to select another article. If you need assistance in locating a journal article, consult with a periodicals librarian on the second floor of the university library. You may also want to use the "online" search facilities available through the NEIU library web site.

Use the headings below as section headings for your review. Use 12 pt. font, double space, and 1" margins all sides. Come to class prepared to orally share your journal review. The review is due at the beginning of class on the designated date.

Name: _____ Class: _____ Date: _____

Title of Article: _____

Author: _____ Journal: _____ Pub. Date: _____

Summary of Article's Major Points

Critique:

- Relationship of the article to class content-Give specific examples
- Value of this article to language development knowledge needed by teachers
- Further questions based upon the concepts discussed in article. Include here any comments you may have regarding the validity of the research conclusions or implications for classroom practice.

******Staple or securely clip your article copy and your written review together. Do NOT put them in a notebook, file folder or plastic sleeves.*

Example

See the sample posted on our class' Bb site.

Evaluation Criteria

See rubric attached.

Core Writing Assignment: Language Observations

Task

Complete two observations of a toddler's language development.

Purpose

- To assess children's language behavior in a toddler classroom.

- To demonstrate an understanding of the relationships between culture, language and children’s home language.

Due Dates

Week 5- Workshop for conducting observations. Bring in initial draft of your first observation for feedback.

Week 7-Observation #1 due.

Week 11-Observation #2 due.

Format

Specific forms for conducting the observations are posted on the class’ Bb site.

What You Can Expect From Me

During the Workshop, your observations will be evaluated for content and formative comments will be given related to your written description and academic English. These two observations will prepare you to better complete the Storybook-based Language Observation assignment.

Supporting Writing Assignment: *In-class Reflective Journals*

Task

Reflect on assigned readings, identifying the big ideas, relating it to your own professional knowledge, experiences and potential professional development.

Purpose

- To discuss and compare the major theories of language development with their implications for instruction.
- To discuss major research related to language Acquisition and development.
- To discuss strategies for enhancing language development among children of cultural and linguistic diversity.

Due Dates

Weeks 3, 5, and 12

Format

For each assigned reading reflection you are to prepare a written reflection on what you have read. Each reflection should focus on selecting 3-4 “big ideas” that were represented in the assigned reading.

For each of the 3-4 “big ideas ”

- Summarize (in your own words) the concept or idea
- Reflect on why you found that idea important to you
- Identify and describe any prior experiences (work, school) you have that are related to this topic or idea
- Reflect on the way this idea relates to your professional development

What You Can Expect From Me

Since the purpose of these informal writing assignments is to focus on learning and developing critical thinking skills, you will receive feedback on how your responses reflect your understanding and critical thinking related to the assigned readings.

Supporting Writing Assignment: *Exit Reflections from Writing Workshops*

At the end of each workshop, candidates will write an exit reflection that focuses on the workshop's writing activities, e.g. What was learned, what questions remain, and/or a plan for proceeding with the assignment.

Supporting Tasks

In-class writing workshops on Core Writing Assignments will be held as indicated in the weekly class schedule (i.e. weeks 5, 7, 8, 9, and 11).

Individual Conferences will be held as needed.

Professional Standards Matrix

Assessment	NEIU College of Education Outcomes/ Standards	National Association for the Education of Young Children	Illinois Professional Teaching Standards
Language Development Observations	Recognizes, understands and values differences among and between people and cultures in a global society.	Observing, Documenting and Assessing to Support Young Children and Families	Assessment
In-class Reflective Journals	Reflects upon students, schools, communities, pedagogy and practice.	Becoming a Professional	Professionalism, Leadership and Advocacy
Storybook-based Language Observation	Reflects upon students, schools, communities, pedagogy and practice.	Observing, Documenting and Assessing to Support Young Children and Families	Assessment
Parent Newsletter	Fosters change in self, students, schools, and communities.	Promoting Child Development and Learning Building Family and Community Relationships	Collaborative Relationships Instructional Delivery Teaching Diverse Learners
<i>Young Children Journal Review</i>	Reflects upon students, schools, communities, pedagogy and practice. Actively participates in one's professional growth in order to be a stronger advocate for positive professional and/or community change.	Becoming a Professional	Professionalism, Leadership and Advocacy

Curriculum Constructed Response	Demonstrates professional competencies and confidence to act upon the insights gained from one's learning.	Teaching and Learning	Content Area and Pedagogical Knowledge
Midterm and Final Exams	Demonstrates professional competencies and confidence to act upon the insights gained from one's learning.	Promoting Child Development and Learning Teaching and Learning	Content Area and Pedagogical Knowledge Learning Environment

Supplementary Readings

- Acredolo, L & Goodwyn, S. (2000). *Baby minds: Brain-building games your baby will love*. New York: Bantam Books.
- Beatty, J. & Pratt, L. (2003). *Early literacy in preschool and kindergarten*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Bergen, D., & Coscia, J. (2001). *Brain research and childhood education: Implications for educators*. Olney, MD: Association for Childhood Education International.
- Bishop, D. (2006). What causes specific language impairment in children? *Current Directions in Psychological Science*, 15(6), 217-221.
- Bloom, P. (2000). *How children learn the meanings of words*. Cambridge, MA: MIT Press.
- Bronfenbrenner, U. (2005). Ecological systems theory. In U. Bronfenbrenner (Ed.), *Making human beings human: Bioecological perspectives on human development*. (pp. 3-15). Thousand Oaks, CA: Sage Publications. (Original work published in 1992.)
- Büchel, C., & Sommer, M. (2004, February). Unsolved mystery: What causes stuttering? *PLoS Biology*, 2(2), 0159–0163. Retrieved December 22, 2004, from <http://biology.plosjournals.org>
- Büchel, C., & Sommer, M. (2004, February). Unsolved mystery: What causes stuttering? *PLoS Biology*, 2(2), 0159–0163. Retrieved December 22, 2004, from <http://biology.plosjournals.org>
- Chomsky, N. (2002). *On nature and language*. New York: Cambridge University Press.
- Clark, E. (2003). *First language acquisition*. New York: Cambridge University Press.
- Cohen, L. & Uhry, J. (2007). Young children's discourse strategies during block play: A Bakhtinian approach. *Journal of Research in Childhood Education*, 21(3), 302-315.
- Cote, L. (2001). Language opportunities during mealtimes in preschool classrooms. In D. Dickinson & P. Tabors (Eds.), *Beginning literacy with language* (pp. 205–222). Baltimore: Paul H. Brookes.
- Delpit, L. (2002). Introduction. In L. Delpit & J.L. Dowdy, (Eds.), *The skin that we speak: Thoughts on language and culture in the classroom*. (pp. xv-xxiv). New York: The New Press.
- DeTemple, J., & Beals, D. (1991, Fall–Winter). Family talk: Sources of support for the development of decontextualized language skills. *Journal of Research in Childhood Education*, 6(1), 11–19.
- Dyson, A. (2004). Writing and the sea of voices: Oral language in, around, and about writing. In R. Ruddell & N. Unrau (Eds.), *Theoretical models and processes of reading* (5th ed.; pp.

- 146–162). Newark, DE: International Reading Association.
- Espinosa, L. (2008, January). Challenging common myths about young English language learners. Foundation for Child Development Policy Brief: Advancing PK-3, No. Eight. <http://info@fcd.org> Retrieved 5/21/2008.
- Fassler, R. (2003). *Room for talk: Teaching and learning in a multilingual kindergarten*. New York: Teachers College Press.
- Glaubman, R., Kashi, B., & Koresh, R. (2001). Facilitating the narrative quality of sociodramatic play. In A. Göncü & E. Klein (Eds.), *Children in play, story and school*. New York: Guilford Press.
- Hart, B., & Risley, T. (1999). *The social world of children learning to talk*. Baltimore: Paul H. Brookes.
- Hart, B. & Risley, T. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore: Paul H. Brookes.
- Krashen, S. (2003). *Explorations in language acquisition and use*. Portsmouth, NH: Heinemann
- Lessow-Hurley, J. (2000). *The foundations of dual language instruction*. Third Edition. NY: Longman
- Lilly, E. & Green, C. (2004). *Developing partnerships with families through children's literature*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall..
- Owocki, G. & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann.
- Post, J. & Hohlman, M. (2000). *Tender care and early learning: Supporting infants and toddlers in child care settings*. Ypsilanti, MI: High/Scope Press.
- Snow, C., Tabors, P. & Dickinson, D. (2001). Language development in the preschool years. In D. Dickinson & P. Tabors, (Eds.), *Beginning literacy with language: Young children learning at home and school*. (pp. 2-25). Baltimore, MD: Paul H. Brookes Publishing Co.
- Tabors, P., Snow, C., & Dickinson, D. (2001). Homes and schools together: Supporting language and literacy development. In D. Dickinson & P. Tabors, (Eds.), *Beginning literacy with language: Young children learning at home and school*. (pp. 313-334). Baltimore, MD: Paul H. Brookes Publishing Co.
- Wolfe, P. (2001). *Brain matters: Translating research into classroom practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Rubrics for Core Writing Assignments

Rubric for Storybook-based Language Observation (100 pts)

Criteria	Exceeds expectations	Meets expectations	Does not meet expectations
<ul style="list-style-type: none"> • Assessment documentation (40 pts) 	<p>Very thorough preparation, description, and documentation Includes photocopy both books used by the child, audio/video tape of observation /interaction, and transcript of tape in appropriate format. (40-36)</p>	<p>Adequate preparation, description and documentation. Includes photocopy both books used by the child, audio/video tape of observation /interaction, and transcript of tape in appropriate format. (35-28)</p>	<p>Inadequate preparation, description and documentation. May be missing photocopy both books used by the child, audio/video tape of observation /interaction, or transcript of tape in appropriate format. (28-0)</p>
<ul style="list-style-type: none"> • Appropriate academic register (15 pts) 	<p>Absence of semantic, grammatical, orthographic or morphemic errors. (15-13)</p>	<p>Minor semantic, grammatical, orthographic or morphemic errors throughout project (12-9)</p>	<p>Numerous semantic, grammatical, orthographic, or morphemic errors throughout project (8-0)</p>
<p>Analysis Assessment: (30 pts)</p> <ul style="list-style-type: none"> • Phonetic (5) • Semantic (4) • Syntactic (6) • Morphemic (3) • Pragmatic (7) 	<p>Thorough and accurate analysis of each of the five aspects of language knowledge with detailed examples. (30-27)</p>	<p>Adequate analysis of four of the five aspects of language knowledge with appropriate examples. (26-21)</p>	<p>Inadequate or in accurate analysis of two or more aspects of language knowledge; lacking detailed, appropriate examples (20-0)</p>
<ul style="list-style-type: none"> • Additional Notes related to language development and five aspects (5 pts) 	<p>Additional notes are detailed thoroughly and explicitly relate to five aspects of language development. (5)</p>	<p>Additional notes are adequate and clearly relate to five aspects of language development (4)</p>	<p>Additional notes are limited, inadequate or not explicitly related to language development. 3-0)</p>
<p>Summary of assessment (10 pts)</p>	<p>Summary is thorough and focuses on significant points provided by analysis. (10-9)</p>	<p>Summary is adequate and focuses on basic points provided by analysis. (8-7)</p>	<p>Summary is limited in scope. (6-0)</p>
<p>Your score and comments: _____/100</p>			
<p>Exceeds standard: 100-90 Meets standard: 89-70 Does not meet standard: Below 70</p>			

ECED Journal Review Rubric (30 pts)

Student's name _____

Class _____

Criteria	Exemplary	Satisfactory	Unsatisfactory
Article selection	current publication and directly related to class content (4)	related to class content (2-3)	article lacks currency or class relevancy (0-1)
Format	follows prescribed outline and assignment requirements (4)	generally follows prescribed outline and assignment requirements (2-3)	absence of prescribed outline and assignment requirements (0-1)
Written expression	demonstrates effective use of academic English and follows Standard English conventions and cohesiveness (6)	demonstrates academic English; few instances of errors using Standard English conventions and cohesiveness (4-5)	absence of academic English; numerous errors in using Standard English conventions and cohesiveness (0-3)
Summary of main points	thorough summary of main points (8)	adequate summary of main points (5-7)	incomplete summary of main points (0-4)
Critique	thorough, reflective critique related to class content (8)	related clearly to class content (5-7)	lacks relationship to class content and reflectivity (0-4)
Total			
Comments			

Rubric for Parent Newsletter (20 pts)

Criteria	Exemplary	Satisfactory	Unsatisfactory
Format	Creative, engaging newsletter design within use of provided template. (6 pts)	Generally attractive newsletter design within use of provided template. (4-5 pts)	Newsletter design does not follow template nor engage reader. (0-3 pts)
Content	Key aspects of language development and developmentally appropriate activities for toddlers are emphasized. (6-7 pts)	Relevant aspects of language development and developmentally appropriate activities for toddlers are emphasized (4-5 pts)	Few relevant aspects of language development and developmentally appropriate activities for toddlers and are emphasized. (0-3 pts)
Audience Appropriate	Content and format are highly appropriate and effective for target audience. (6-7 pts)	Content and format are generally appropriate for target audience. (4-5 pts)	Content and format are not appropriate for target audience. (0-3 pts)

ECED 313: Example Curriculum Constructed Response Question

"Assessment of Professional Teaching Test Objective:

Understand strategies for providing effective language arts instruction to students.

Demonstrate knowledge of methods for creating varied formal and informal opportunities for all students to use effective written, verbal, nonverbal, and visual communication using appropriate materials. " (*Illinois Certification Testing System Study Guide: APT, 2010, p. 2-11*).

Essay Question:

Using the "I" voice, describe how you would implement an effective language development technique that enhances children's receptive and expressive language development in first grade by

- (1) activating prior knowledge and/or
- (2) building schema

Describe each step in implementing the specific activity using the technique. Specify what materials or resources (e.g. book, artifacts, experiences) you will use. Also explain how this activity enhances receptive and expressive language development. Specify whether your activity focuses on activating prior knowledge or building schema or both. Use examples to illustrate your explanation.

Rubric for Constructed Response (30 pts)

Criteria	Thorough understanding of current professional knowledge and practices	General understanding of current professional knowledge and practices	Limited understanding of current professional knowledge and practices	Little or no understanding of current professional knowledge and practices	U Response is unscorable because it is not written to the assigned topics, illegible, or insufficient length to score, or merely a repetition of the assignment
Fulfills purpose of assignment	Completely fulfills purpose of the assignment by responding fully and appropriately to the given task. 7-8 pts	Generally fulfills purpose of the assignment in a generally appropriate manner. 5-6 pts	Partially fulfills the purpose of the assignment in a partially appropriate manner. 4 pts	Does not fulfill the purpose of the assignment in an appropriate manner. 0-3 pts	
Application of current professional knowledge and practices relevant to assignment	Demonstrates accurate, highly effective application of current professional knowledge and practices relevant to the assignment. 7-8 pts	Demonstrates a generally accurate, effective application of current professional knowledge and practices relevant to the assignment. 5-6 pts	Demonstrates a partially accurate, partially effective application of current professional knowledge and practices that has limited relevance to the assignment. 4 pts	Demonstrates a largely inaccurate, ineffective application of current professional knowledge and practices that may be irrelevant to the assignment. 0-3 pts	
Elaboration with examples, supporting evidence and effective rationale	Response is well elaborated through use of high-quality examples, strong supporting evidence, and effective rationales relevant to the assignment. 7-8 pts	Response is elaborated through use of some effective examples, supporting evidence, and rationales relevant to the assignment. 5-6 pts	Response is not well elaborated, containing few effective examples or rationales and minimal supporting evidence relevant to the assignment. 4 pts	Response contains little or no effective elaboration, with few, if any, effective examples or rationales and little, if any, supporting evidence relevant to the assignment. 0-3 pts	
Use of academic English register and SAE conventions	Demonstrates highly effective professional, discipline-specific vocabulary; complex sentence and text structure. No errors in spelling, word usage or punctuation. 6 pts	Demonstrates effective professional, discipline-specific vocabulary; complex sentence and text structure. No errors in spelling, word usage or punctuation. 5 pts	Limited use of professional, discipline-specific vocabulary; limited use of complex sentence and text structure. Multiple errors in spelling, word usage or punctuation. 4 pts	Little or no use of professional, discipline-specific vocabulary. Frequent sentence fragments and grammatical errors. Numerous errors in spelling, word usage or punctuation. 0-3 pts	

Adapted from ICTS APT Exam Guide with additional criteria for use of academic English register and SAE conventions.

Rubric for Toddler Language Observations (15 pts)

Criteria	Exemplary	Satisfactory	Unsatisfactory
Description of behavior observed	Detailed, thorough description with highly relevant examples of target behavior (5 pts)	Generally adequate description of target behavior with examples (4 pts)	Limited, sketchy description of behavior with few, if any specific examples (0-3 pts)
Written expression	Consistently and effectively follows Standard English conventions and cohesiveness; Clearly demonstrates appropriate discipline-specific terminology and academic English. (4 pts)	Few minor errors in Standard English conventions and cohesiveness; Incorporates appropriate discipline-specific terminology and academic English. (3 pts)	Lacks use of Standard English conventions and cohesiveness; Lacks appropriate discipline-specific terminology and academic English (0-2 pts).
Fulfilled assignment directions	Thorough completion of assignment (3 pts)	Adequate completion of assignment (2 pts)	Incomplete assignment (0-1 pt)
Summary	Thorough, complete summary of observed behavior and activities (3 pts)	Adequate summary of observed behavior and activities (2 pts)	Limited, incomplete summary of observed behavior and activities (0-1 pt)