RDG 587 (K-6 Practicum) and RDG 589 (7-12 Practicum) Case Studies – Required IRA Assessment Effects on Student Learning

The major assessments for these two practicums are the completion of a case study for the student the candidate is tutoring and an observation completed by department faculty as the candidate is tutoring.

The following information/components need to be included:

I. **Learner Characteristics:** Provide background information on the student’s past and present academic experiences, as well as other information on physical, cultural, linguistic or psychological aspects of the student, which should be considered when designing and implementing instructional for this student.

   A. **Physical:** Address the student's general health. Include information on vision, hearing, and language development

   B. **Cultural:** Address the student's linguistic and cultural background in areas that affect learning (language spoken in the home, ages of siblings, the nature of how literacy is modeled in the home environment).

   C. **Psychological:** Address pertinent psychological aspects of the student that affect school performance (general interests, the student’s perceptions about school, reading, writing, motivation and level of engagement in academic tasks).

   D. **Educational:** Address the student's educational history. Has the student been retained? Has the student in the past or does the student currently receive special services? How long has the student been in this school? Summarize data with regard to present and past educational contexts. Include a discussion of the instructional approaches the student has experienced in literacy instruction. Include information on the tasks, texts, social contexts and techniques that have been used with the student.

II. **Assessment Summary:** Summarize each informal assessment and standardized test you have administered. Describe the testing environment, give a brief description of the test, and summarize the results. Give a thorough analysis of the results. Note that the * items are the required core. You will make decisions on the use of additional assessments (formal, informal, technology based) based upon the analyses of the results of the core items.

   A. **Attitude/Interest Survey**
      Published
      Modified/Teacher Made

   B. **Informal Assessments**
      *IRI (prior knowledge, decoding, comprehension, metacognition, fluency)
      *Writing Samples
      *Spelling
      Phonemic Awareness
      Phonics
      Sight Words
      Structural Analysis
      Vocabulary
      Emergent Literacy Learners

   C. **Formal Assessments (choose one)**
      PPVT
      Woodcock Reading Mastery Test

Select/create and implement appropriate pre-assessments that provides information needed to plan instruction that results in student learning.
Analyze pre-assessment results prior to implementing instruction.

Continually analyze formative assessment data

Use information from pre-assessments, formative assessments, and post-assessments to document positive effects on student learning.

III. **Student Profile:** Identify proficiencies and areas of difficulties that reflect the analysis of assessment results and learner characteristics.

IV. **Instructional Goals**
   Establish appropriate goals for students based upon analysis of assessments and learner characteristics

V. **Tutoring Log – Lesson Plans**
   Use pre-assessment information and knowledge about differing background knowledge and learning needs to plan/modify instruction

VI. **Tutoring Log – Assessment Procedures**
   Use appropriate formative assessments that provide significant information about the extent to which the tutee is achieving instructional goals.

VII. **Tutoring Log – Reflections on Teaching and Student Learning**
    Uses formative assessment results to modify instruction to insure student learning.

VIII. **Communication with Teachers/Parents**
    Communicate assessment information to various audiences for both accountability and instructional purposes (policy makers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents)

IX. **Reflections on Teaching and Student Learning**
    Describe the practices that you most frequently utilized in your instruction. What research evidence supports the use of those practices?

    Examine the goals that you identified for the student you tutored. With which learning goal was your student most successful? What practices did you utilize that contributed to this growth? With which learning goal was your student least successful? What aspects of your teaching practices might have influenced the limited achievement of this goal? What would you change about your practice in the future to improve the student’s performance?

    Overall, what are your strengths and weaknesses as a tutor? Describe 2-3 goals that you will pursue to enhance your skills as a tutor.
### IRA RDG 587 & 589 Case Study Rubric

<table>
<thead>
<tr>
<th>Reading Specialist Competency</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Meets at Advanced Level</th>
</tr>
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<tbody>
<tr>
<td>1. Identifies learner characteristics, including physical, cultural, psychological, and educational background, that should be considered when identifying appropriate assessments and creating and implementing an instructional plan.</td>
<td>Did not identify relevant or sufficient characteristics needed to create/select appropriate assessments or develop an appropriate instructional plan.</td>
<td>Identified relevant and sufficient characteristics needed to create/select appropriate assessments and develop an appropriate instructional plan.</td>
<td>Thorough discussion of highly significant characteristics that will inform the creation/selection of appropriate assessments and the development of an appropriate instructional plan.</td>
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<td>2. Conducts appropriate pre- assessment of student’s attitudes/interests that provides information needed to plan effective instruction.</td>
<td>Pre-assessment of student’s attitudes or interests was insufficient or did not provide relevant information needed to plan effective instruction.</td>
<td>Pre-assessment of student’s attitudes and interests was sufficient and provides relevant information needed to plan effective instruction.</td>
<td>Highly effective and comprehensive pre-assessment of student’s attitudes and interests that can be used to plan effective instruction.</td>
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<tr>
<td>3. Conducts appropriate informal and formal pre- assessments of student’s reading, writing, and spelling abilities that provide information needed to plan effective instruction.</td>
<td>Did not conduct appropriate informal or formal pre- assessments of student’s reading, writing, and/or spelling abilities. Pre-assessments did not provide relevant or sufficient information needed to plan effective instruction.</td>
<td>Conducted appropriate informal and formal pre-assessments of student’s reading, writing, and spelling abilities that provide relevant and sufficient information needed to plan effective instruction.</td>
<td>Conducted a comprehensive pre-assessment of student’s reading, writing, and spelling abilities using highly effective informal assessment measures that provided in-depth information needed to plan effective instruction.</td>
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<td>4. Analyzes pre-assessment results.</td>
<td>Did not accurately or sufficiently analyze pre-assessment data. Student profile was limited and/or inconsistent with assessment data.</td>
<td>Accurate and adequate analysis of pre-assessment data (survey, informal and formal assessments). Student profile was consistent with the pre-assessment data and learner characteristics.</td>
<td>In-depth analysis of pre-assessment data (survey, informal and formal assessments). Student profile reflected an insightful analysis of the pre-assessment data and learner characteristics.</td>
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<td>5. Creates appropriate instructional goals.</td>
<td>Identified inappropriate instructional goals. Goals were not consistent with the assessment data.</td>
<td>Identified appropriate instructional goals. Goals were consistent with the assessment data.</td>
<td>Identified highly useful instructional goals. Goals reflected a thorough analysis of the assessment data.</td>
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<td>6. Plans appropriate instruction.</td>
<td>Instructional plans were not aligned with instructional goals and/or plans did not address weaknesses of the student.</td>
<td>Instructional plans were aligned with instructional goals and addressed weaknesses of the student.</td>
<td>Instructional plans were highly effective in addressing the instructional goals and should enable the student to increase his/her reading abilities.</td>
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<td>7. Uses formative assessments.</td>
<td>Did not use appropriate formative assessments that measured the student’s progress toward achieving the instructional goals.</td>
<td>Used appropriate formative assessments that measured the student’s progress toward achieving the instructional goals.</td>
<td>Formative assessments clearly targeted the instructional goals and provided highly relevant information about the extent to which the student was achieving the instructional goals.</td>
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<td>8. Analyzes formative assessment data.</td>
<td>Did not consistently and accurately analyze formative assessment data.</td>
<td>Formative data was consistently and accurately analyzed.</td>
<td>Continual and in-depth analysis of formative data</td>
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<td>9. Uses information from pre-assessments, formative assessments, and post-assessments to document student growth. (Quantitative assessment of student growth).</td>
<td>Data and/or use it to inform or modify instruction appropriately.</td>
<td>Analyzed and used to inform and/or modify instruction appropriately.</td>
<td>That provided highly relevant information, which was used to create effective instruction.</td>
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<td>10. Communicates results of analysis of assessments and student growth to an appropriate audience.</td>
<td>Did not accurately or sufficiently use assessment information to document student growth.</td>
<td>Accurately and sufficiently used assessment information to document student growth.</td>
<td>In-depth analysis of assessment information, which was used to create a comprehensive picture of student growth.</td>
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<td>11. Provides an evaluation of his/her own practices. (Reflection on Teaching and Student Learning)</td>
<td>Did not use or did not discuss evidence based practices that were used in tutoring.</td>
<td>Used evidence based practices during tutoring and discussed the research supporting them.</td>
<td>Consistently used evidence based practices during tutoring and provided a comprehensive discussion of the research supporting them.</td>
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<td>12. Discuss identified goals and impact of instruction.</td>
<td>Did not adequately discuss the extent to which the identified goals for the student were achieved and the impact of his/her instructional practices on student learning.</td>
<td>Adequately discussed the extent to which the identified goals for the student were achieved and the impact of his/her instructional practices on student learning.</td>
<td>Comprehensive and insightful discussion of the extent to which the identified goals for the student were achieved and the impact of his/her instructional practices on student learning.</td>
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Please evaluate the candidate’s teaching using the following ratings:

1: Candidate’s teaching minimally reflected an effective implementation of the competency.

2: Candidate’s teaching clearly reflected the effective implementation of the competency.

3: Candidate’s teaching clearly reflected an advanced ability to implement the competency in ways that are only evident in exemplary teaching. Significant growth in the tutee’s reading ability is likely.

___ Lesson objective was evident to the observer and reflected the tutor’s assessment of the tutee’s weakness and/or strengths.

___ Lesson objective was appropriately communicated to the tutee.

___ Appropriate materials were used during lesson delivery that reflected the tutee’s characteristics, needs, interests, and abilities.

___ Instruction was adapted to accommodate the student’s characteristics, learning style, and cultural and linguistic backgrounds.

___ Information acquired through on-going (weekly) assessment was used to develop the instructional plan; the link between assessment and instruction is evident.

___ Modeling and “think alouds” were used to teach a reading skill and/or strategy.

___ Reading and writing were modeled in ways that convey the value of those activities.

___ Appropriate scaffolding was provided to insure student success.

___ Skills and/or strategies were taught in the context of an authentic reading task, not solely in isolation.

___ Lesson delivery indicated that the tutor was prepared to teach.

___ Lesson was meaningful and appropriately challenging and is likely to contribute to the student’s ability to use a skill and/or strategy to read and understand text.

___ Appropriate questions were asked to check for and promote understanding.

___ Lesson was motivating and should contribute to the development of a positive attitude toward reading.

___ Tutee appeared to be engaged in the lesson.

___ Interactions with the tutee reflected an ethical and caring attitude.

___ A range of instructional practices were effectively used during the tutoring sessions.

Strengths:

Suggestions: