

**Rhode Island College
Summer Literacy Clinic 2008**

Child's Name: Michael Henry Jr.
Dates of Testing: 7/7/08-8/5/08
Chronological Age: 8 years 0 months
Birth Date: July 23, 2000
School and Grade Last Attended: Garvin Memorial School, second grade
Parent's/Caregiver's Name: Michael and Ludavine Henry
Street Address: 45 Woodland Street
City: Cumberland
Home Telephone: (401) 475-9420

Introduction:

Michael Henry is a sweet boy who just completed second grade at Garvin Memorial School in Cumberland, RI. He was referred to the Rhode Island College Literacy Clinic by his teachers. During the summer clinic, students met for two hours a day for four weeks. Reading, writing, and word study instruction were emphasized. Michael came to clinic with a smile each day and participated in daily interactive read-alouds, guided reading instruction, word study and writer's workshop.

Parent Interview:

Ludavine, Michael's mother, attended a parent interview on July 17, 2008. Michael lives with his mother and father, Michael Sr., as well as his step eighteen-year-old step-sister, Amanda. Amanda graduated from Cumberland High School. Mrs. Henry is employed as a Certified Nurses Assistant (CNA) at Women and Infants Hospital and Mr. Henry works in sales. Mrs. Henry reported that Amanda had difficulty with math and reading comprehension in school and had some academic testing. Mrs. Henry stated that she is concerned about Michael's poor attitude about reading and writing. She feels that he can read and do the work, but needs to change his attitude.

Mrs. Henry reported that Michael was a full-term baby with no complications during pregnancy or birth. She said that Michael began to walk before his first birthday and was talking at one year old. Mrs. Henry also reported that Michael's only medical concern is an allergy to nuts. He had ear infections as a child but did not need further medical attention.

Michael attended preschool at a local church four days a week and has since attended Garvey Memorial School. He has received support in the area of reading since the middle of first grade. Michael has had special education testing in reading as well as psychological testing. He has an Individualized Education Plan (IEP) for reading. He also receives Occupational Therapy (OT), which began this past year in second grade. Mrs. Henry reports that Michael loves school especially his second grade teacher. She

stated that Michael does not like reading and writing and is very negative about the two. He however, enjoyed working with his reading resource teacher this year, which Mrs. Henry noted that she saw a difference in Michael's attitude about reading since working with her.

Michael's mother describes him as a sensitive boy who is generally happy, however he can become "mad if he doesn't get his way." He typically gets up around 7:30 AM and goes to bed around 8:00 PM. In his free time Michael enjoys playing with his matchbox cars, riding his bike, four-wheeler and watching cartoons. Michael also plays football for the Cumberland Colts, which his father is a coach. He also has a passion for monster trucks. Mrs. Henry reported that Michael does not read at home. There are many books as well as newspapers and magazines available for him. He likes to bring books home from the library, but stated that he "just looks at them." According to Mrs. Henry Michael has expressed interest in becoming a professional football player or firefighter when he grows up.

Testing Results:

A. Attitudinal Measures and Perceptions of Reading and Writing

Elementary Reading Attitude Survey (Garfield)

The Reading Attitude Survey provides a quick indication of a student's attitudes toward reading. It consists of twenty questions. Each item presents a brief, simply worded statement about reading, followed by four pictures of Garfield. These statements require students to rate their feelings about reading by circling one of four pictures of Garfield ranging from a very positive to a very negative Garfield. The survey provides a quantitative estimate of two important aspects of children's attitudes toward reading: academic and recreational.

Michael's Academic Reading Attitude score placed him at the 1st percentile. Michael circled the very negative Garfield for nine out of ten questions. This included questions such as *How do you feel about reading different kinds of books?* ... *How do you feel about reading in school?* and *How do you feel when it is time for reading class?* He circled very positive for the question, *How do you feel about using a dictionary?* This means that 99 percent of students responded more positively to academic reading than Michael.

For the Recreational Reading Attitude Michael was not scorable. He circled the very negative Garfield for nine out of ten questions. This included questions such as: *How do you feel about reading for fun at home?* *How do you feel about getting a book for a present?* and *How do you feel about reading instead of playing?* Michael circled very positive Garfield for the question, *How do you feel about going to a bookstore?* This means that 100 percent of students responded more positively to recreational reading than Michael.

On the basis of this test, it appears that Michael has negative feeling about reading both at school and as a leisure time activity. This coincides with discussions Michael and the clinician had during clinic. According to Michael “reading is boring and he does not like it.”

Elementary Writing Attitude Survey (Garfield)

The Writing Attitude Survey provides a quick indication of a student’s attitudes toward writing. It consists of twenty-eight questions. Each item presents a brief, simply worded statement about writing, followed by four pictures of Garfield. These statements require students to rate their feelings about writing by circling one of four pictures of Garfield ranging from a very positive to a very negative Garfield. The survey provides a quantitative estimate of two important aspects of children’s attitudes toward writing: academic and recreational.

Michael’s responses in the survey suggest that his attitude towards writing is slightly more positive than his attitude towards reading. Michael felt either very positive or very negative for the questions asked. He circled the very positive Garfield for nine out of the twenty-eight questions and the very negative Garfield for nineteen out of the twenty-eight questions. His responses suggested that Michael would rather write as a leisure activity than for school. For example, the survey suggested that he would like to write about something he has heard or seen, write a letter to someone, have a job as writer for a newspaper, and write a story instead of doing homework. On the contrary, he was very negative about writing instead of watching television, keeping a journal for class and writing in the content areas, such as science or social studies.

Overall Michael’s percentile rank was 4% (meaning that 96% of students responded more positively to writing in general) suggesting that Michael has an overall negative attitude towards writing. Again Michael’s attitude in writing was slightly higher than his attitude towards reading, which was at the 1st percentile. Reading and writing are linked literacy processes and a reader’s emotions and attitudes in reading and writing can shape their investment in the task.

Perceptions of Reading Questionnaire

The Perceptions of Reading Questionnaire was administered to obtain information about Michael’s knowledge of the reading process, perceptions of reading, and his ability, as well as, his interest in reading. The questionnaire consisted of ten questions that were based on the three areas mentioned above. The interview was given orally while the examiner took notes on the student’s responses.

When asked what reading is, Michael stated that he thinks reading is boring. The clinician tried to ask the question in another way to see if Michael could elaborate on his answer, however he continued to say that he doesn’t like reading. He went on to say that people read to get smarter and to find out information. When asked how he

learned to read, he responded that he learned letters and then words. Michael feels that he is not a good reader and in order to be a good reader, a person must read, read, read. Lastly, in response to the question, "Are there some things you like about reading?" initially he said no and then he stated that he likes to read something he likes by himself. When asked, "Are there some things you don't like about reading?" he responded that he does not like reading out loud and does not like answering questions about books.

Overall, Michael had a negative attitude when discussing his perceptions of reading. It was difficult to get Michael to talk about reading because he has such negative feelings about it. It was evident that Michael does not feel good about himself as a reader and recognizes that he needs read in order to become a better reader. It also suggested that Michael needs more opportunities to read for pleasure in areas that interest him.

Writing Survey

The Writing Survey was administered to record information about Michael's knowledge of the writing process, perceptions of writing and his ability, as well as, his interest in writing. The questionnaire was made up of six questions that are based on the three areas mentioned above. The interview was given orally while the examiner took notes on the student's responses.

When Michael was asked if he was a writer, he responded that he was not, however people learn to write by learning letters and words as well as from books. In response to the question, why people write, he responded, "to get smarter and to be a better writer." In response to the question, "What do you think a good writer needs to do in order to write well?" he stated, "We got to practice." Michael said that his teacher decides which writing pieces are good ones by looking at them and to see if there are capital letters and periods. When asked what kind of writing he liked, he responded that he liked to write about monster trucks. Overall Michael does not have a positive attitude towards writing. It was evident that he does not feel good about himself as a writer and he has a basic understanding of the writing process. This is often referred to as the bottom-up approach meaning that Michael feels writing is a task and it has to do with mechanics (i.e. capital letters, spelling, punctuation.) He did not mention anything about how writing is also about conveying a message.

B. Reading

Developmental Reading Assessment (DRA)

The DRA was administered to determine an appropriate level for reading instruction. The DRA is an assessment designed to assess a student's oral reading behaviors, comprehension and accuracy.

Michael read DRA Level 10, Grandma's Surprise, with a 95% accuracy rate and with a self-correction rate of 1:3. The self-correction rate is the ratio that indicates the number of words that are self-corrected in comparison to the errors made. An ideal self-correction ratio is 1:3 or better. Michael self-corrected six times on this text and made seven errors. He read in short phrases most of the time. A rubric was used to assign a comprehension score based upon the retelling and answers to prompted questions. Michael's score fell in the "adequate" comprehension range, which means he was able to tell many of the events in sequence and include many important details, which required two or three teacher prompts. When qualitatively analyzing Michael's miscues (errors) it appears that he used two, meaning (semantic) and structure (syntactic), of the three information systems. Good readers utilize all three sources of information when reading: meaning, structure and visual (phonics).

To gain further evidence of Michael's reading skills, he was administered DRA Level 12. He read Allie's Wish with a 90% accuracy rate and his comprehension dropped slightly however was still in the "adequate" range, which again means he was able to tell many of the events in sequence, include many important details, and requires two or three teacher prompts. His self-correction rate was 1:5. Again, his miscues demonstrated the use of the meaning and structure information systems only. Michael read in short phrases most of the time.

The results of this assessment indicate that Michael's DRA independent reading level is a Level 10 and his instructional level is a Level 12. These levels are equivalent to the middle of first grade.

Decoding Assessment

The Decoding Assessment was administered to Michael to gain insight into his ability to pronounce single consonants, consonant blends, rimes, final e words, vowel combinations, and multi-syllabic words. Michael was asked to pronounce the sound of each phonological element or word.

Part 1 – Single Consonants – Michael correctly identified the representative sounds of 18 out of 19 elements. He substituted /j/ for g. Michael has mastered isolated single consonants.

Part 2 – Consonant Blends – On this test, he scored 13/14. For the three-letter consonant blend *spl*, he replied *pl*. He has mastered this subtest.

Part 3 – Rimes – This subtest consists of 36 rimes, such as *ake*, *est*, and *ot*. He could correctly identify only 16 of the 36 rimes. He has not mastered this skill.

Part 4 – Final E- Michael knew only two of ten words on this list. He has not mastered this skill.

Part 5 – Vowel Combinations- Michael knew five of twelve words. He has not mastered this skill.

Part 6 – Multisyllabic Words – Did not attempt.

On the basis of this test, it appears as though Michael has an understanding of phonic principles in isolation. He has difficulty with recognizing and identifying rhymes which is an important early literacy skill.

C. Word Study

Dolch 220 Basic Sight Word Vocabulary Test

The Dolch 220 Basic Sight Word Vocabulary Test was administered to determine Michael's knowledge of basic sight words. The test is made up of 220 words that are read in isolation and account for approximately 60% of all words students encounter in their daily reading. There are eleven lists, each consisting of twenty words. Generally, a child can identify these words given a brief, one-second exposure, by the end of third grade. Each list of words becomes more difficult.

On the first three lists Michael knew 19, 17 and 17 words respectively. On the remaining lists he was only able to read half of the words. His combined lists totaled 161 recognized words. This places him at the First-Grade Level.

Words Their Way Primary Spelling Inventory

The Primary Spelling Inventory (PSI) was administered to obtain information regarding Michael's spelling development. Twenty-six words were read aloud and used in a sentence while Michael was asked to spell them to the best of his ability. The responses were then analyzed to determine Michael's stage of spelling. Although Michael was not able to spell any of the words correctly, he seems to have a solid understanding of beginning and final consonants as well as digraphs. Michael had difficulty with both short vowels, blends such as *dr*, *bl*, and *cr*, as well as long vowel patterns such as *o-e*, *ai*, *a-e*, and *i-e*. These results indicated that he is in the early Within Word Pattern stage, however Michael needs to focus first on mastering short vowels before moving onto more difficult areas in the Within Word Pattern stage.

Anecdotal Records/ Observations during Daily Routines

Michael participated in daily interactive read-aloud sessions that were whole group. Each read-aloud focused on a specific reading comprehension strategy. The focus of the read-aloud began with activating prior knowledge (schema) and making predictions, and then moved towards making connections to text, inferring, asking questions, retelling, and summarizing key events in a story. Michael's strengths, as evidenced in his oral participation during the read-aloud, included making predictions and answering "I wonder" questions. When clinic first started Michael was very

reluctant to participate and would only share his ideas or answer questions when called on. By the second week Michael began raising his hand often and shared his thoughts and ideas during “turn and talk” activities with a partner. This was very exciting because he was very negative about read-alouds at first. Michael was able to answer questions about a story and participated during oral retellings, however at times needed support with this when required to organize it into written form. Therefore, additional support/teaching in the area of the read-aloud include transferring oral responses to written form and finding evidence from the text to support his answer.

Small group guided reading lessons were also conducted each day. Guided reading is a more individualized way to support a student’s development and use of effective reading strategies. It is important for the teacher to model appropriate strategies and give students structured practice so that the strategy is effective. The student needs to experience this in a positive manner. The objective for Michael participating in guided reading groups is for him to practice skills that are strengths for him as a reader and give him guided practice to develop and strengthen new skills. During guided reading, Michael read at level 10 (independent) and level 12 (instructional). It was evident by his negative attitude during book introductions, that Michael was not engaged in the lesson. He has the ability to use language but gives very short, basic explanations.

The primary focus of Michael’s instruction was to make reading a positive experience for him. Michael views the reading process as a task he has to do in school and not a fun, enjoyable experience. The second focus of Michael’s instruction was to give him guided practice with strategies for careful analysis of visual information for reading with accuracy. As noted previously, when Michael makes an error he does not monitor (visually). When he made an error, the clinician would stop Michael and say, “Did that make sense? Try rereading that again.” Encouraging Michael to reread will help him to maintain or establish meaning. Also, the clinician encouraged Michael to go back and try a sentence again with his finger. Often times Michael makes an error on a sight word that he knows. When using this strategy the clinician would reread what Michael said to him and he would recognize that it wasn’t right. The purpose of this was to help Michael utilize visual cues more often to monitor his reading. Again, I feel this kind of error may be related to Michael’s attitude towards reading. At times he would become distracted and needed reminders to stay on task.

Michael also worked on reading with proper phrasing. He reads in short phrases most of the time, however doesn’t always read with expression and often does not read the “natural breaks” in text or honor punctuation. This was evident during the DRA assessment as well. During book introductions the clinician pointed out and discussed punctuation and focused on periods, commas, and quotation or “talk marks.” Currently this is not affecting his comprehension, but as reading material becomes more complex, it could begin to have a negative impact.

Michael also participated in word study. During this time, word activities and word sorting focused on short and long vowel patterns as well as rimes. These are areas that Michael had difficulty with during the Primary Spelling Inventory and the Decoding

Assessment. During the word study, Michael would often rush to complete the task and needed to be encouraged to complete it correctly. He was able to recognize commonalities between words and decode them, however was not able to apply these skills to daily writing activities or when these words appeared in his reading. It is necessary for Michael to be able to transfer these skills in order for him to be successful.

Mini-lessons for Writer's Workshop were connected to the morning read-alouds. During this time Michael was presented with a mini-lesson that focused on a comprehension strategy. Michael worked on making connections, answering "I wonder" questions, making inferences and using evidence from the text, as well as creating story maps and summaries. Michael had many thoughtful ideas, but did not elaborate on them and give details to support. He needed a great deal of guidance and modeling to complete these activities. It was evident during read-alouds and during the DRA assessment that Michael had difficulty making connections to text. During writer's workshop the clinician worked with Michael on this by talking about text and how to express his ideas in his writing. Michael also wrote daily in a response journal. Again, Michael had a negative attitude towards writing and would write down one sentence to be finished. Like most children, he writes best about topics that are meaningful to him. Each day he was asked to respond to a question based on his personal interests. Such topics included favorite pet, favorite place to visit and favorite movie. When Michael is interested in what he is writing about it is evident in the product. During this time he was encouraged to add detail and supporting sentences, reread his work to see if it makes sense and check for errors and proper punctuation.

Summary:

Michael is a sweet eight-year-old boy. He enjoys riding his bike, monster trucks and football. Michael is a smart boy who has a negative attitude towards reading and writing and this attitude is affecting his self-confidence as well as performance.

Based on the results of the DRA, Michael is reading on a first-grade level. He struggles using all three sources of information equally when reading, relying mostly on meaning and structure. Michael reads in short phrases most of the time, but often lacks expression and does not honor punctuation. Michael has good comprehension when he is reading at his independent level and most of the time when at his instructional level.

Michael has insightful ideas but has difficulty supporting these ideas with evidence from the text and writing detailed sentences. More work with short and long vowel patterns as well as rimes is needed. Michael's sight word knowledge falls within the first-grade level. Continued work in these areas will improve both his reading and writing.

Most importantly, Michael needs encouragement and praise. It is imperative for him to have positive literacy experiences. When he is interested and excited about his learning he will be successful and his self-confidence will improve. As a result he will become a better reader and writer!

Recommendations for Home:

1. Celebrate Michael's attempts with reading and writing and continue to praise and encourage his efforts. He does not yet enjoy these activities, so he will need consistent encouragement from home and school.
2. Michael should read independently each day at his independent reading level. He needs opportunities to practice reading. Set aside a specific time and place so it becomes a daily routine. The more reading he does the better he will become and he will have more confidence in himself as a reader. An easy way to determine if a book is at his independent level is to use the "five finger rule." Have Michael read the first page aloud. Each time he comes to a word he does not know, he should hold up one finger. If he encounters five difficult words and has five fingers up before the end of the page, then the book is too difficult for him.
3. It became evident during clinic that Michael enjoys read-alouds. Reading to your child is very important. Set time aside each day to read together, talk about what you're reading and share your thinking. This will help increase his vocabulary and allow him to be exposed to higher level texts that he would not be able to read on his own. Reading aloud to Michael will also provide a wonderful opportunity to help him expand his comprehension through discussions about the text. A great resource is the Read Aloud Handbook by Jim Trelease.
3. Michael enjoys monster trucks, fishing, and sports especially football. There are many books, magazines, and newspaper articles related to these topics. Michael should be provided with material related to these topics because they are of high interest to him. The library should have copies of children's magazines like *Time for Kids*, *National Geographic Kids*, and *Sports Illustrated for Kids*. These magazines provide learning activities as well. Parents can also subscribe to these magazines if they wish. If the material is too difficult for Michael, he can read with his parents or older sister, who can assist him with difficult words and concepts.
4. Encourage Michael to read orally. This could be during a planned, weekly family reading time. Ask him to start by taking a picture walk. This will help him gather information about the story and make predictions. If Michael makes an error, wait until the end of the sentence to see if he will correct it. If he does not self-correct say, "Did that make sense or look right?" Then ask him to reread the sentence using his finger to monitor.
5. Make visits to the library or bookstore. Expose Michael to a variety of reading materials and find topics he is interested in. A great resource for parents is Best Books for Boys by Matthew Zbaracki. This book has over four hundred books listed by genre. Genres covered include humor, realistic fiction, adventure, sports, fantasy, historical fiction, graphic novels, nonfiction, and even poetry. A brief synopsis is given for each book as well as the appropriate grade level. Together you can search

through the book to find titles of interest. These books can provide you with a great opportunity to read together.

6. Provide Michael with books on tape. Books on tape (or CD) can be borrowed from the library, purchased at local bookstores, or purchased from school programs such as Scholastic. Providing opportunities for Michael to hear phrased and expressive reading will be beneficial to him as well as improve his comprehension and build vocabulary. Michael could listen on his own, with his parents, sister or the whole family, even in the car.
7. Encourage Michael to keep a log of books he has read. He should write the title and author of each book. Michael should also indicate if he enjoyed the book and if it was easy, just right, or too difficult for him. You may find that Michael likes a particular author and he could choose other books by that author. He may also enjoy reading series books. Michael will become more engaged in reading and his attitude will improve.
8. Encourage Michael to write about his interests. As previously mentioned Michael has negative feelings about writing, however through informal conversations he stated that he would enjoy writing about topics such as monster trucks and football. It was also evident during journal writing that Michael enjoyed writing about his experiences. Provide him with a writing folder or journal at home. Encourage him to write one main idea and two to three detail sentences to support.
9. Word games are a fun way to improve spelling and vocabulary. Games such as Wordplay for Kids, Scrabble, and Boggle can be great fun for the whole family. Word searches and crossword puzzles are also another fun way to improve spelling and vocabulary. These are available at bookstores, libraries and can also be found online. A fun website is: www.puzzlemaker.com. This sight allows you to create and print your own word searches and crossword puzzles.
10. During informal conversations and evident from the Garfield Writing Survey, Michael expressed interest in writing about football, specifically the team he plays on the Cumberland Colts. Many local newspapers give children opportunities to write articles that can be submitted and possible printed. Contact the local newspapers in Cumberland to see if this is a possibility. This would be a fun and exciting experience for Michael and give him a more positive attitude about writing.

Recommendations for School:

1. Michael should be provided with reading material at his independent level (DRA 10) and his instructional level (DRA 12). A guided reading approach using text at his independent level would help reinforce his reading skills. Through guided reading instruction at his instructional level, strategies should be modeled for Michael and he should have ample opportunities to practice them. Two useful books by Fountas & Pinnell are Guided Reading: Good First Teaching for All Children, and its companion

book, Guided Reading: Making it Work. The following website can also be a useful tool for determining the levels of books: www.LeveledBooks.com.

2. Read aloud to Michael every day. Reading aloud to students offers a demonstration of reading with phrasing and fluency. It also expands their vocabulary. Reading aloud will also show Michael how good readers think about what is going on inside their heads as they read. Daily read-alouds are also a great way to teach and model comprehension strategies such as making connections, visualizing, inferring, determining author's purpose and summarizing.
3. Celebrate Michael's attempts with reading and writing and continue to praise and encourage his efforts. He does not yet enjoy these activities, so he will need consistent encouragement from home and school.
4. Provide Michael with a wide variety of reading material at his independent level. Allowing him to self-select appropriate books will engage and motivate him in the process of reading. This will also improve his self-confidence.
5. Michael should be given opportunities to be actively engaged in oral discussion about text. He participated in daily read-alouds where he was given opportunities to share his thoughts and ideas and answer questions. This will provide him with more positive experiences as well as improve his comprehension.
6. Michael's focus for reading instruction should be monitoring and searching for visual information utilizing all three sources of information. Michael does not monitor when he makes an error. He needs opportunities for careful analysis for visual information so that he reads accurately. Strategies such as rereading and asking, "does that look right or make sense?" should be modeled.
7. Michael should participate in word study lessons daily. Currently he is at the early Within Word Pattern stage according to the *Words Their Way Primary Spelling Inventory*. The book Words Their Way by Donald Bear, et al explains how to establish word study programs in the classroom. Working with word sort activities, Michael will compare and contrast words to discover essential features. This will improve his knowledge of rimes as well as short and long vowel patterns.
8. Michael would benefit from Writer's Workshop. This model incorporates a mini-lesson on a specific aspect of writing, having students practice independently, and then asking them to share and conference about their writing. This will provide Michael with a guided, structured approach to writing and a positive way for him to feel successful. Through mini-lessons and conferencing he will learn how to revise and expand his stories. Three of Michael's focuses should be to add detail/supporting sentences, reread his writing to make sure it makes sense and to identify where errors are located.

9. Michael should keep a reader's response journal. Each day he should be given the opportunity to respond to literature by making connections to what he has read, discussing his feelings, writing opinions about the text, and asking and answering "I wonder" questions. This activity will deepen Michael's comprehension of text and allows him to write open and honestly about what he read.
10. Communication with Michael's parents. They are very supportive and want Michael to succeed. A bi-weekly report on his performance informing them of current strategies that are being focused on and or ideas/suggestions to help Michael improve could be sent home.

Conclusion:

It has been a pleasure working with Michael during the Summer Reading Clinic. He is a smart eight-year-old boy who has a great deal of potential. With continued support from his parents and teachers, Michael will become a more successful reader and writer.

Student's Tutor Melissa M Page Date 8/5/08
Rhode Island College Clinician- Melissa Page

SECTION IV Assessment #5
Rhode Island College
M. Ed. Reading Program
Practicum Case Study
Scoring Guide

Name Melissa Page / Michael Henry Date 7-29-08

Element	Unacceptable - 1	Acceptable - 2	Exemplary - 3	Score
Standard 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.	Does not adequately demonstrate the ability to select and administer appropriate formal & informal assessments (including technology-based assessments) and does not adequately demonstrate ability to train teachers to administer and interpret these assessments.	Adequately demonstrates the ability to select and administer appropriate formal & informal assessments (including technology-based assessments) and adequately demonstrates ability to train teachers to administer and interpret these assessments.	Demonstrates the ability to select and administer appropriate formal & informal assessments (including technology-based assessments) and the ability to train teachers to administer and interpret these assessments at an advanced level.	3
Standard 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.	Does not demonstrate adequate ability to compare, contrast and analyze information and assessment results to place students along a developmental continuum and does not adequately demonstrate the ability to support teachers in the	Demonstrates adequate ability to compare, contrast and analyze information and assessment results to place students along a developmental continuum and adequately demonstrates the ability to support teachers in the assessment of individual	Demonstrates ability to compare, contrast and analyze information and assessment results to place students along a developmental continuum and demonstrates the ability to support teachers in the assessment of individual students at an	3

	assessment of individual students.	students.	advanced level.
<p>Standard 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 diverse cultural and linguistic backgrounds.</p>	<p>Does not demonstrate adequate ability to compare, contrast and analyze information and assessment results to inform and improve instruction and does not adequately demonstrate the ability to support teachers in planning for all students.</p>	<p>Demonstrates adequate ability to compare, contrast and analyze information and assessment results to inform and improve instruction and adequately demonstrates the ability to support teachers in planning for all students.</p>	<p>Demonstrates ability to compare, contrast and analyze information and assessment results to inform and improve instruction and the ability to support teachers in planning for all students at an advanced level.</p>
<p>Standard 3.4. Communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).</p>	<p>Does not adequately demonstrate the ability to interpret a student's reading profile, communicate results to caregivers, colleagues, etc. and does not adequately demonstrate the ability to communicate this information to various audiences for both accountability and instructional purposes (to policy makers, public officials, community members, clinical specialists, psychologists, social workers, teachers, parents).</p>	<p>Adequately demonstrates the ability to interpret a student's reading profile, communicate results to caregivers, colleagues, etc. and adequately demonstrates the ability to communicate this information to various audiences for both accountability and instructional purposes (to policy makers, public officials, community members, clinical specialists, psychologists, social workers, teachers, parents).</p>	<p>Demonstrates the ability to interpret a student's reading profile, communicate results to caregivers, colleagues, etc. and the ability to communicate this information to various audiences for both accountability and instructional purposes (to policy makers, public officials, community members, clinical specialists, psychologists, social workers, teachers, parents) at an advanced level.</p>

<p>Standard 4.1. Use students' interests, reading abilities and backgrounds as foundations for the reading and writing program.</p>	<p>Does not adequately demonstrate the ability to collect information about children's interests, abilities, and background to inform instruction and selection of materials and does not adequately demonstrate the ability assist classroom teachers in this area.</p>	<p>Adequately demonstrates the ability to collect information about children's interests, abilities, and background to inform instruction and selection of materials and adequately demonstrate the ability assist classroom teachers in this area.</p>	<p>Demonstrates the ability to collect information about children's interests, abilities, and background to inform instruction and selection of materials and demonstrates the ability assist classroom teachers in this area at an advanced level.</p>	<p>3 3 of 4!</p>
<p>Standard 5.1. Display dispositions related to reading and the teaching of reading.</p>	<p>Does not adequately demonstrate the ability to project ethical and caring attitudes in the classroom, when working with families, colleagues, and communities and does not demonstrate an ability articulate theories related to the connection between teacher dispositions and student achievement.</p>	<p>Adequately demonstrates the ability to project ethical and caring attitudes in the classroom, when working with families, colleagues, and communities and adequately demonstrates an ability articulate theories related to the connection between teacher dispositions and student achievement.</p>	<p>Demonstrates the ability to project ethical and caring attitudes in the classroom, when working with families, colleagues, and communities and demonstrates an ability articulate theories related to the connection between teacher dispositions and student achievement at an advanced level.</p>	<p>3</p>
<p>Clear, concise, error-free written work</p>	<p>Case Study is poorly organized, not focused, has several errors in content and/or conventions.</p>	<p>Case Study is adequately organized, focused, has just a few (1-3) errors in content and/or conventions.</p>	<p>Case Study is well organized, focused, and contains no intrusive errors in content and/or conventions.</p>	<p>2</p>
			<p>Total Score</p>	<p>20 = A</p>

Overall Performance

(see book)

Assessment:

 ≤ 6
Unacceptable

 7 - 14
Acceptable

20 15 - 21
Exemplary

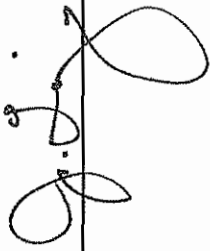
Recommendation:

REVISION

Grade

Grade A

Faculty member signature(s) _____



Thank you for your hard work with Michael!
You were very thoughtful; identified specific
heterozygous activities that will influence the
attitude toward reading/writing.

Thanks.

