

Assessment 5: Five Reading Lesson Plans

Description of the assessment

The five lessons should address one of the 5 components of reading (i.e., phonemic awareness, fluency, vocabulary or reading comprehension) to an ELL/ELLs with disabilities that incorporates principles of effective ELL literacy instruction. Candidates need to include a pre- and post-assessment for the lessons and report on the impact on student learning. The assessment data need to demonstrate that the lessons were effective and the objectives were met. If not, the changes/modifications needed to be addressed. The program also uses this course project as the midpoint performance evaluation. Candidates complete this project in taking SPED 555: Literacy for English Language Learners with Disabilities, offered in Fall or Spring Semesters.

How the assessment aligns with the standards cited

This project is specifically aligned with CEC standard 7 & 4, and 8. This project also addresses several indicators of CEC standard 2& 6.

- Standard 7 Instructional Planning: Designing 5 reading lessons that address a particular skill of ELLs with disabilities requires individualized decision-making. Candidates develop individualized instructional plans aligned with general education and ESL curriculum (NECAP GLEs and WIDA standards). They develop objectives and activities, and select/adapt materials accordingly. They plan each lesson based on on-going analysis of the individual learning performance.
- Standard 4 Instructional Strategies: Delivering the five reading lessons requires candidates to develop evidence-based instructional strategies to individualize instruction for ELLs with disabilities. Candidates select, adapt, and use these instructional strategies to promote positive learning results in general and special education curriculum (NECAP GLEs and WIDA standards). They need to demonstrate a wide range of second language literacy approaches from a dual language perspective, especially those that are designed for learners with special learning needs. Their ultimately goal is to enhance the critical literacy skills of ELLs with disabilities.
- Standard 8: Using pre- and post- assessment data to develop instructional interventions involves educational decision making. Based on their on-going performance-based data analysis, candidates need to create lesson objective and activities to enhance their students' reading skills.
- Standard 2 Development and Characteristic of Learner's & Standard 6 Language: Candidates need to understand their ELLs' chronological age, culture, linguistic needs, educational background, special educational needs and developmental reading levels. They need to demonstrate how these factors affect their students' literacy skill in their lesson planning and delivery and respect the role of a student's first language and the importance of oral language development to cultivate literacy in students.

Analysis of Data

Since Fall 2007, All 22 program candidates completed the Five Reading Lesson assessment. Although three candidates in Fall 2008 only “approached” the measurement of “uses appropriate performance based assessment approaches to measure learner’s performance in the skill area be taught” (ICC8S2, ICC8S5, ICC7S6, ICC7S15) in their initial submission, they all met the standards in their resubmission. Overall, the two semesters’ data indicate that 97% of candidates successfully completed this assessment by meeting (32%) or exceeding (65%) the standards (CEC 7 Instructional Planning; CEC 4 Instructional Strategies; CEC 8 Assessment; CEC 2, Development and Characteristics of Learners; CEC6 Communication)

Evidence for Meeting Standards

Candidates used on-going/formative assessment data to develop and implement five reading lessons. Data generated in Fall 2007 only provided the overall performance on the assessment. However, ninety-three percent of candidates in Fall 2008 demonstrated their competencies by achieving the following CEC standards:

Area1: Describes the characteristics of the learner(s) in terms of chronological age, culture, linguistic needs, educational background, special educational needs and developmental reading levels.

CEC 2: ICC2K1, ICC2K2, ICC2K3

CEC 6: ICC6K1, ICC6K2

CEC 7: GC7K4

Area 2: Designs five lessons teaching a reading skill. Lessons need to be aligned to ESL and/or bilingual standards and reading standards.

Substantiate the reason(s) for selecting the particular skill to be taught.

CEC 7: ICC7K2, ICC7K3, ICC7S1

Area 3: Applies principles of effective ELL literacy instruction as determined by: objectives, activities, selection and adaptation of material. CEC7: ICC7S8, ICC7S9, ICC7S10, ICC7S13, GC7S2, GC7S3, GC7S4

CEC4: ICC4S3, GC4S4, GC4S13, GC4S14, GC4S15, GC4S16

Area 4: Uses appropriate performance based assessment approaches to measure learner’s performance in the skill area be taught.

CEC 8: ICC8S2, ICC8S5,

CEC 7: ICC7S6, ICC7S15

Direction and Guideline

The five lessons should address one of the 5 components of reading (i.e., phonemic awareness, fluency, vocabulary or reading comprehension) to an ELL/ELLs with disabilities that incorporates principles of effective ELL literacy instruction. You also need to include a pre- and post-assessment for the lessons and report on the impact on student learning. Your data need to demonstrate that the lessons were effective and the objectives were met. If not, you need to address the changes/modifications to successful.

1. Introduction:
 - a. Characteristics of the learners – age, grade, reading level, special needs, linguistic level (WIDA), culture, other (Chart form)
 - b. Type of classroom setting – self-contained, resource, etc.
 - c. Any needed background information about the plan (previous lesson, continuation, etc.)

 2. Lessons:
 - a. Title of lesson
 - b. Skills being targeted – phonemic awareness, phonics, vocabulary, comprehension, or fluency and WHY
 - c. Standards/GLE
 - i. WIDA – Standard 1 – Social and Instructional Language (LSRW)
Standard 2 – Language Arts (LSRW)
 - ii. GLE / GSE for Reading or the Reading Standards
 - iii. GLE / GSE for writing (or other content area) if they apply
 - d. Objectives – reading and language (communicative and linguistic)
 - e. Materials – appropriate for ELLs or adapted for ELLs
 - f. Activities – appropriate for ELLs – use activities from the text and class
 - g. Closing activities / review

 3. Assessment:
 - a. Match objectives to activities to assessments
 - b. ***Show student progress (the effect of the lessons on their learning) through pre and post tests – mini-assessments
 - c. ***Report on their progress
- These are not “regular” reading plans. You need to make the necessary changes to accommodate your ELL special education students.

- Be sure to build background for your lesson before you begin and connect learning to their lives.
- Include language development into your lessons – linguistic or communicative or both. Include vocabulary also.
- Make sure reading skills or strategies are worked on within the context of print – poems, big books, trade books, etc.
- Include one or more of the 5 components of reading into your lessons.

Special Education 555: Reading Lesson Plans Rubric (5 Points for Each Area of Analysis)

Areas of Analysis	Approaches Standard	Meets Standard	Exceeds Standard
<p>Describes the characteristics of the learner(s) in terms of chronological age, culture, linguistic needs, educational background, special educational needs and developmental reading levels. CEC 2: ICC2K1, ICC2K2, ICC2K3 CEC 6: ICC6K1, ICC6K2 CEC 7: GC7K4</p>	<p>Demonstrates some understanding of characteristics of the learners.</p> <p align="center">1 2</p>	<p>.Demonstrates satisfactory understanding of characteristics of the learners in terms of culture, linguistic needs, educational background, special needs and developmental reading levels.</p> <p align="center">3 4</p>	<p>Demonstrates excellent understanding of characteristics of the learners in terms of culture, linguistic needs, educational background, special needs and developmental reading levels.</p> <p align="center">5</p>
<p>Designs five lessons teaching a reading skill. Lessons need to be aligned to ESL and/or bilingual standards and reading standards. Substantiate the reason(s) for selecting the particular skill to be taught. CEC 7: ICC7K2, ICC7K3, ICC7S1</p>	<p>Demonstrates some ability to align reading lessons to ESL and/or bilingual standards as well as reading standards. Little substantiation given as to why that particular skill was selected.</p> <p align="center">1 2</p>	<p>Demonstrates adequate ability to align reading lessons to ESL and/or bilingual standards as well as reading standards. Substantiates why that particular skill was selected.</p> <p align="center">3 4</p>	<p>Demonstrates excellent ability to align reading lessons to ESL and/or bilingual standards as well as reading standards. Offers excellent reasons why that particular skill was selected.</p> <p align="center">5</p>
<p>Applies principles of effective ELL literacy instruction as determined by:</p>	<p>Shows some ability to apply principles of</p>	<p>Shows satisfactory ability to apply principles of</p>	<p>Shows excellent ability to apply principles of effective</p>

Areas of Analysis	Approaches Standard	Meets Standard	Exceeds Standard
objectives, activities, selection and adaptation of material. CEC7: ICC7S8, ICC7S9, ICC7S10, ICC7S13, GC7S2, GC7S3, GC7S4 CEC4: ICC4S3, GC4S4, GC4S13, GC4S14, GC4S15, GC4S16	effective ELL literacy as determined by: objectives, activities, selection and adaptation of material. 1 2	effective ELL literacy as determined by: objectives, activities, selection and adaptation of material. 3 4	ELL literacy as determined by: objectives, activities, selection and adaptation of material. 5
Uses appropriate performance based assessment approaches to measure learner's performance in the skill area be taught. CEC 8: ICC8S2, ICC8S5, CEC 7: ICC7S6, ICC7S15	Shows some ability to use appropriate performance based assessment approaches to measure learner's performance in the skill area be taught 1 2	Shows satisfactory ability to use appropriate performance based assessment approaches to measure learner's performance in the skill area be taught 3 4	Shows excellent ability to use appropriate performance based assessment approaches to measure learner's performance in the skill area be taught 5

Name: _____

Grade: _____/20

_____/100

_____ Approaches Standard

_____ Meets Standard

_____ Exceeds Standard

_____ Initial Submission

_____ Re-submission

Performance Areas/Standards	Fall 07 N=12			Fall 08 N=10			*Fall 10		
	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds
Describes the characteristics of the learner(s) in terms of chronological age, culture, linguistic needs, educational background, special educational needs and developmental reading levels. CEC 2: ICC2K1, ICC2K2, ICC2K3 CEC 6: ICC6K1, ICC6K2 CEC 7: GC7K4				0	0	10 100%			
Designs five lessons teaching a reading skill. Lessons need to be aligned to ESL and/or bilingual standards and reading standards. Substantiate the reason(s) for selecting the particular skill to be taught. CEC 7: ICC7K2, ICC7K3, ICC7S1					2 20%	8 80%			
Applies principles of effective ELL literacy instruction as determined by: objectives, activities, selection and adaptation of material. CEC7: ICC7S8, ICC7S9, ICC7S10, ICC7S13, GC7S2, GC7S3, GC7S4 CEC4: ICC4S3, GC4S4, GC4S13, GC4S14, GC4S15, GC4S16					5 50%	5 50%			
Uses appropriate performance based assessment approaches to measure learner's performance in the skill area be taught. CEC 8: ICC8S2, ICC8S5, CEC 7: ICC7S6, ICC7S15				3 30%	5 50%	2 50%			
Overall Assessment of		4 33%	8 67%	7%	30%	63%			

*Fall10's data will be available in Dec. 2010