

Name of Candidate: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

## CASE STUDY

# IRA/NCATE standards  <i>state standards are italicized and underlined</i>	<b>TK20 (2)</b>	<b>TK20 (1)</b>	<b>TK20 (0)</b>
<b>ASSESSMENTS</b> #3.1 <u>10.2k 10.1s</u>	<p>Exceeds the minimum requirements for effective teaching</p>	<p>Meets the minimum requirements for effective teaching</p>	<p>Does not meet the requirements for effective teaching</p>
<b>DATA ANALYSIS</b> #3.2 <u>10.3k 10.2s 10.3s</u>	<p>Selects <b>appropriate</b> assessments that <b>match the learning objectives</b> (including both <b>formative and summative assessments</b>)</p> <p><b>Clearly describes</b> how the assessments will inform instruction</p>	<p>Selects and administers the <b>required number of appropriate</b> assessments (including <b>both formative and summative assessments</b>)</p>	<p>Selects <b>inappropriate</b> assessments</p> <p>Does <b>not</b> administer the required number of assessments</p>
	<p>Data is <b>correctly interpreted</b> with <b>connections</b> made to the ramifications of that interpretation to the student's learning</p> <p>Interpretation shows the student's <b>proficiencies and difficulties</b> with ties to the student's <b>reading level and different subject areas</b></p> <p><b>Uses data results</b> to guide the selection of <b>instructional materials</b> and to guide the selection of <b>independent reading materials</b></p>	<p><b>Correctly interprets</b> data from various assessments</p> <p>Interpretation shows the student's <b>proficiencies and difficulties</b></p> <p><b>Uses data results</b> to guide the <b>selection of instructional materials</b></p>	<p>Data is <b>not interpreted</b> (only recorded) <b>OR</b> Data is <b>incorrectly</b> interpreted</p> <p>Student's proficiencies and/or difficulties are <b>not addressed</b> in the interpretation</p> <p>Chooses instructional materials <b>without regarding</b> the results of data interpretation</p>

<p style="text-align: center;"><b>INSTRUCTIONAL PLANNING</b> #3.3 10.1s 10.3k 10.3s</p>	<p>Instructional <b>planning</b> includes both <b>formative and summative assessments</b> and clearly states how the <b>monitoring</b> of the literacy development of the student will be conducted through <b>ongoing assessments</b></p>	<p>Instructional <b>planning</b> includes both <b>formative and summative assessments</b>.</p>	<p>Instructional <b>planning</b> is conducted <b>without</b> the use of <b>formative and/or summative assessments</b>.</p>
<p style="text-align: center;"><b>CASE STUDY REPORT EXPLAINING ASSESSMENT RESULTS</b> #3.4</p>	<p><b>Clearly</b> communicates the student's progress in literacy development to parents and other professionals</p>	<p><b>Adequately</b> communicates the student's progress in literacy development to parents and other professionals</p>	<p>Communication with parents and other professionals <b>does not sufficiently</b> indicate the student's progress and/or needs regarding literacy development</p>
<p style="text-align: center;"><b>REFLECTION</b></p>	<p>Reflection <b>clearly</b> examines the candidate's learning throughout the case study experience</p>	<p>Reflection <b>adequately</b> examines the candidate's learning throughout the case study experience</p>	<p>Reflection <b>does not adequately</b> examine the candidate's learning throughout the case study experience</p>
<p style="text-align: center;"><b>MECHANICS</b></p>	<p>Quality of writing demonstrates <b>an effective ability to communicate</b> both ideas and feelings</p>	<p>Quality of writing <b>is commensurate</b> with college-level work</p>	<p>Quality of writing is <b>not commensurate</b> with college-level work</p>