

IRA Assessment # 4 – Pre-Practicum Case Study

(IRA Standards 3.1, 3.2, 3.3, 3.4, 4.1)

Description of the Assessment:

Candidates must enroll in and complete ELED 685 – Diagnosis of Reading Difficulties before they are permitted to enroll in ELED 686 – Treatment of Reading Difficulties. Both courses are pre-requisites to ELED 629 - Summer Reading Clinic. In the first of these three courses, candidates are introduced to twenty-two different literacy assessments. They are required to shadow a reading specialist for a total of five hours to observe how these assessments play a role in the operation of a literacy program. In addition, as part of this course, they are required to administer these assessments to middle/high school minority students. Another important phase of this course is when they are introduced to case study reports, Individual Educational Plans (IEPs), and Personal Literacy Plans (PLPs). Through the use of actual models of case study reports, they learn the format of these reports and how test data are reported.

The second course in the sequence, ELED 686 – Treatment of Reading Difficulties, is where this fourth assessment is administered. As the name implies, this is the course where candidates learn strategies for dealing with students with reading difficulties. It is also the second course where all candidates are required to tutor a middle/secondary-level, culturally diverse student. One of the major requirements of this course is that students are able to prepare comprehensive case study reports including in-depth recommendations for home and school. These case study reports are based on two different sources: a) data supplied by the professor, and b) data collected from working with these older students. Learning to prepare these reports is scaffolded, first through whole-class lectures and discussions, then, by working in small groups and collaborating with other teacher/candidates, and finally, by writing a case study report based on the information and data collected from these actual students.

After tutoring these older students, each candidate writes a case study report that is provided to the student and is to be shared with the students' classroom teachers. Specific strategies for improving their reading and study skills are provided. The report is scored with a rubric.

Successful completion of this Pre-Practicum Case Study Assessment is the prerequisite for admission into the next course in the sequence, ELED 629 – Reading Clinic.

Alignment of the Assessment with the 2003 IRA Standards:

Standards 3 and 4 are closely correlated with this assessment. This is the fourth reading course in which our candidates enroll. They now possess a comprehensive knowledge of assessment and remediation techniques. This is their first opportunity to integrate the knowledge gained in their previous courses. Candidates must now assess students and then plan for effective instruction. There is a tutoring field component, working with minority middle/high school students, built into this course, ELED 686 – Treatment of

Reading Difficulties, as well as the previous course, ELED 685 – Diagnosis of Reading Difficulties.

Analysis of the Findings:

The tutoring component at this level has been an integral facet of our program for the past three years. This experience allows candidates to share their diagnostic information with a middle/secondary school student, parents, and teachers. As the data table illustrates, a very high percentage of our candidates meet or exceed the “Acceptable” criteria on this standard.

Data Interpretation:

Since this is the fourth course in the M.Ed. in Reading sequence, we expect most candidates to perform well on this assessment. In the Spring 2007, we included an “Exemplary” category to help us score the assessment. About two-thirds of our candidates reached this level. Also, beginning in the Spring 2008, we began to collect data for Standard 4.1. We have further refined our rubric to now emphasize the importance of serving as a coach. Coaching is done at a Level 1 of intensity.

SECTION IV - Assessment #4
Revised - Fall 2009

Pre-Practicum Case Study Report
Scoring Guide

Name _____ Date _____

Element	Unacceptable – 1	Acceptable – 2	Exemplary – 3	Score
<p>IRA Standard 3.1</p> <p>Compare and contrast, use, interpret and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.</p>	<p>Does not adequately demonstrate the ability to select and administer appropriate formal and informal assessments (including technology-based assessments) and educate teachers in their use.</p>	<p>Adequately demonstrates the ability to select and administer appropriate formal and informal assessments (including technology-based assessments) and educate teachers in their use.</p>	<p>Adequately demonstrates, at an advanced, exemplary level, the ability to select and administer appropriate formal and informal assessments (including technology-based assessments) and educate teachers in their use.</p>	
<p>IRA Standard 3.2</p>	<p>Does not demonstrate</p>	<p>Demonstrates adequate</p>	<p>Demonstrates, at an</p>	

<p>Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.</p>	<p>adequate ability to compare, contrast, and analyze assessment information and is unable to provide support to classroom teachers.</p>	<p>ability to compare, contrast, and analyze assessment information and prescribe appropriate services. The candidate can also support classroom teachers with recommendations and teaching suggestions.</p>	<p>advanced, exemplary level, the ability to compare, contrast, and analyze assessment information and prescribe appropriate services. The candidate demonstrates the ability to offer clear and concise recommendations for classroom teachers.</p>	
<p>IRA Standard 3.3</p> <p>Assist the classroom teacher in using assessments to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other educational professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide</p>	<p>Does not demonstrate adequate ability to assist classroom teachers and other professionals in the implementation of in-depth assessment data.</p>	<p>Demonstrates adequate ability to assist classroom teachers and other professionals in the implementation of in-depth assessment data.</p>	<p>Demonstrates exemplary ability to assist classroom teachers and other professionals in the implementation of in-depth assessment data.</p>	

assessment data to implement and revise school reading programs.				
IRA Standard 3.4 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).	Does not adequately demonstrate ability to communicate assessment data to a wide audience of professionals. The candidate is unable to synthesize diagnostic data for other educational professionals.	Adequately demonstrates ability to communicate assessment data to a wide audience of professionals. The candidate can synthesize diagnostic data and prescribe appropriate instructional strategies.	Demonstrates an exemplary ability to communicate assessment data to a wide audience of professionals. The candidate demonstrates and exemplary ability to synthesize diagnostic data and offer detailed, focused instructional strategies for other professionals and caregivers.	
IRA Standard 4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.	Does not adequately assist classroom teachers and paraprofessionals in selecting appropriate reading level materials keeping in mind the interests, cultural, and linguistic background of the students.	Adequately assists classroom teachers and paraprofessionals in selecting appropriate reading level materials keeping in mind the interests, cultural, and linguistic background of the students.	Assists classroom teachers and paraprofessionals, in an exemplary fashion, in the selecting appropriate reading level materials keeping in mind the interests, cultural, and linguistic background of the students. Demonstrates an in-depth understanding of	

			cultural and linguistic instructional implications.	
Clear, concise, error-free written work	Unclear writing style that is disorganized and contains numerous errors or conventions	Clear writing style that is organized and contains a limited number of errors or conventions	Exemplary writing style that is organized and contains a limited number of errors or conventions	
			Total Score	

Overall Performance Assessment:

_____ ≤ 5

_____ 6-12

_____ 13-18

Unacceptable

Acceptable

Exemplary

Recommendation:

REVISION

PASS

PASS

Faculty member signature(s) _____

**SECTION IV Assessment #4
Rhode Island College
M. Ed. Reading Program
Pre-Practicum Case Study
Data Chart**

IRA Standard Element	Semester/Year	% Unacceptable	% Acceptable	% Exemplary	Number of Candidates
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.	Spring 2009	0%	16%	84%	19
	Spring 2008	0%	0%	100%	29
	Spring 2007	0%	31%	69%	26
	Spring 2006	0%	100%		22
Standard 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.	Spring 2009	0%	21%	79%	19
	Spring 2008	0%	3%	97%	29
	Spring 2007	8%	27%	65%	26
	Spring 2006	5%	95%		22
Standard 3.3. Use assessment information to plan,	Spring 2009	0%	26%	74%	19
	Spring 2008	0%	31%	69%	29

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.	Spring 2007	8%	38%	54%	26
	Spring 2006	5%	95%		22
<i>Standard 3.4. Communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).</i>	Spring 2009	0%	26%	74%	19
	Spring 2008	0%	34%	66%	29
	Spring 2007	0%	38%	62%	26
	Spring 2006	5%	95%		22
<i>Standard 4.1. Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and</i>	Spring 2009	5%	16%	80%	19
	Spring 2008 (This Standard was included to be used during the next course offering during the Spring 2008.)	0%	28%	72%	29

extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.					
Clear, concise, error-free written work	Spring 2009	16%	21%	63%	19
	Spring 2008	0%	28%	72%	29
	Spring 2007	8%	23%	69%	26
	Spring 2006	13%	87%		22