

Presentation of Case Study by Travis  
 Date: 11-26-12 EDU 360 Individualizing Reading and Assessment

Scoring Guide = 100 points

Your presentation should take us through the RTI process: 1) where your student started, 2) the intervention strategies you taught and the student's response to them, and 3) where your student ended. Assessments used should be explained and the follow-up interventions you taught based on what your assessments

<b>READING &amp; WRITING</b> <b>M Comprehension</b> <b>S Fluency</b> <b>V Decoding</b> <b>Attitude</b>	<b>Low Basic</b> Prestructural (30 points)	<b>Basic</b> Unistructural (40 points)	<b>Proficient</b> Multistructural (45 points)	<b>Advanced</b> Relational (50 points)
Clarity in explaining student strengths & weakness and the interventions used to meet the student's needs. <ul style="list-style-type: none"> <li>• Reading: (decoding) MSV &amp; <b>each strategy</b> in the self-extending system, Comprehension, and Fluency in Rdg.</li> <li>• Journal Writing: (encoding),</li> <li>• Letter/Word Work (Phonics) and Fluency in Writing.</li> </ul>	Information scattered as piec Student does not demonstrate knowledge of reading process.	Knows student and shared <b>some information</b> , but did not discuss the information to the left sufficiently.	Clearly & explicitly <b>explained each area</b> designated on the far left column on this chart with reasoning behind thinking about student learning, giving proof with artifacts.	<b>AND</b> related reading and writing with connectedness of the two. Consistently taught strategies for reading/writing process & comprehension
Quality of Presentation	Not satisfactory.	Somewhat unorganized and/or <b>not sequential</b> . Not easy to follow.	Organized presentation. Easy to follow: <ul style="list-style-type: none"> <li>• Sequential</li> <li>• Student work shown as evidence of student learning.</li> </ul>	<b>AND</b> related reading and writing and used examples of how the student made connections between the two. (showed examples of student proof) Used Powerpoint
Case Study Contents What's turned in to me. See: "Contents of Case Study" syllabus - <b>contents scored on separate rubric.</b>	Paperwork incomplete or reflections not sufficient.	Paperwork & reflections sufficient.	Case study well organized. Easy to follow. Paperwork complete & reflections demonstrate reading pedagogy & an understanding of each area.	<b>AND</b> reflected on student strengths & weaknesses. When teaching used time well- evidenced by teaching to the students needs in all areas. Demonstrates understanding of strategies & self-extending system. Relates reading/writing as reciprocal processes.

Total points: 92 / 100  
 Marathon analogy. Shared Book graph progress. R→SC was the most imp. (X) self-monitoring Used prompt - (S) Get mouth ready. Intervention R→C. Focused time on writing out off ending & then whole word. "Chunky Monkey" Positive thinking

Blake 2009 Worked to link reading & writing. These correlate w/ other. Liked SW-Make & Break etc.

Rubric for **Case Study - EDU 360**

MWSU Student Name: \_\_\_\_\_

*Travis*

Response to Intervention (RTI) is a cyclical process to meet the needs of the student.

This evaluation is for your overall reading pedagogy which is demonstrated by your case study: **reflections** - observations and discussion of your student, interpretation of your student's needs based on the data you collect, and your teaching focus/es (objectives) within your lessons (i.e., your ability to intervene with strategy instruction, observe the student's response, and intervene again to help your struggling reader (RTI). Based on research I have done, there is a direct, significant correlation between your grade in this class and your Praxis II score. Therefore, attention to detail will help you develop your reading pedagogy.

**Criteria for letter grade**

**ADVANCED (Mirrors an experienced teacher):** The pre-service teacher: 1) administers and interprets formal/informal reading/writing assessments, 2) understands the **interconnectedness** of the reading/writing process: motivators, cue systems and strategies that good readers use related to the "self-extending" system. 3) **Consistently makes powerful strategy** teaching decisions based on all **interrelated** facts regarding observed student reading/writing behaviors, observations and running records which are used to detect cue systems and strategies used and neglected keeping the student/s **within their zone of proximal development (teaches at the instructional level)** thereby promoting student/s independence based upon the descriptors of the "self-extending system". 4) Teaches phonics ("how words work") in Letter/Word Work activities and Journal Writing. The practice page was utilized as a visual for showing word parts to teach phonics. 5) Lesson plans and reflections evidence the above pedagogy. (92-100%) (552 pts) **A**

**PROFICIENT** The pre-service teacher is able to: 1) administer and interpret formal/informal reading assessments, 2) understand the reading/writing process: motivators, cue systems and strategies that good readers use and is able to detect cue systems and strategies used and neglected, 3) makes **strategy related teaching decisions** in response to observed student reading/writing behaviors regarding the "self-extending" system, keeping the student/s **within their zone of proximal development (teaches at the instructional level)** thereby promoting student/s independence. 4) Teaches phonics ("how words work") in Letter/Word Work activities and Journal Writing. Utilized the practice page as a visual for showing word parts to teach phonics 5) Lesson plans and reflections evidence the above pedagogy. (84% to 91%) (504 pts) **B**

**BASIC** The pre-service teacher is able to: 1) administer and interpret formal/informal reading assessments, 2) understand the reading/writing process: motivators, cue systems and strategies that good readers use and is able to detect cue systems and strategies used and neglected related to the "self-extending" system, 3) understand the descriptors of a "self-extending system" but makes **teaching decisions that are isolated items** rather than strategy related and/or decisions that neglect more important areas needing focus. May or may not fully utilize the components of the lesson plan to meet the needs of the student. 4) Lesson plans and reflections evidence the above pedagogy. (76% to 83%) (456 pts) **C**

**LOW BASIC** The pre-service teacher: 1) is able to administer formal/informal reading assessments but may or may not properly interpret the assessments, 2) understands some of the basics of reading development, reading/writing cue systems and strategies, 3) makes teaching **decisions based on theory rather than observation** and/or teaches **items rather than strategies**. 4) Lesson plans and reflections evidence a basic understanding of how reading develops, but does not consider the relationship of reading and writing and is unable to support teaching decisions with pedagogy. (66% to 75%) (396 pts) **D**

**BELOW LOW BASIC** The pre-service teacher does not perform at a level that exhibits preparedness for teaching and does not demonstrate an understanding of the teaching of reading and or the Contents of the Case Study has not been sufficiently included for grading. Student did not compile a PowerPoint or sufficiently follow the directions for the assignment. (65% and below) (390 pts) **F**

Comments:

*Excellent work Travis. You demo. pedagogy & adept use of RTI.*

Record of Book-Reading Progress

Child's Name: Levi

Grade(s):    K    1 X 2    3

Title of Book, Accuracy Rate, SC Rate (○ = above 90% ● = below 90%)

Book Level	Ben's Teddy Bear 90% 5-1-2	Independent	Instructional	Frustrational	Frustrational	Lucky goes to school	Fire! Fire!	Honey for Bear	Parv Bear	Tiger Runs Away	Father Bear's Surprise	After the Flood	Judy	Lemonade for Gilbert	Bears Bear	Independent	Instructional	Frustrational	Frustrational
P																			
O																			
N																			
M																			
L																			
K																			●
J*															○			●	
I														○					
H										○	○	○	○				○		
G										○									
F								○								○			
E			●	●	○	○													
D	○	○																	
C		○																	
B																			
A																			
Date	6-1-12	φ	φ	φ	φ	1	2	3	4	5	6	7	8	9	φ	φ	φ	φ	

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APPENDIX H: Record of Book-Reading Progress Version C

Example:

Initial Observation Survey Assessment

Lessons 2-9

Final Observation Survey Assessment

Record: (● Independent  
● Instructional  
● (2) Frustration)

223  
GR Text

Record daily; from RR