**Below is an assignment from EDUC 419 – *Assessment for Reading Instruction* - in which interns must administer and analyze several reading assessments and then make recommendations for individualized reading instruction.**

\*\***Total points for Literacy Case Report (content)**:  **52 points**

**Overview of Literacy Case Report:**

An overview of the work to be accomplished in your placement, **culminating in the Literacy Case Report with Culturally Responsive Home-School Recommendations**, is as follows:

1. Introduction— include specific placement information (keeping confidentiality of teacher’s, children’s names) with school improvement plan goals related to literacy, the purpose of your literacy case study with at least one student learning objective, and identifying your role in assessing literacy to improve **all** students’ development, etc
2. School, Classroom and Community Environment
	1. School improvement plan goals for literacy
	2. Environmental Observations and checklist
	3. Other Family, Community and Culturally Relevant observations
3. Kidwatching or Student Observations—you may keep a “kidwatching” notebook or other selected methods of documenting observations of children to help you identify children to study and/or to document the observations for your focus students.
	1. Journal 1
	2. Journal 2
	3. Journal 3
	4. Summary of Observation Data and Experience
4. Student Interests/Interview process
5. Phonological Awareness Profile (PAP) assessment
6. Administration and Analysis of Data from DIBELS, miscue analysis, and other assessment protocols as appropriate for your focal student(s)
7. Informal or Qualitative Reading Inventory (IRI) (QRI)
8. Instructional Recommendations
	1. **In class/school recommendations**
	2. **Culturally Responsive Home-School Recommendations**
9. Assessment and Evaluation, with reference to CCSS Parent Information
	1. Reading
	2. Writing/Spelling
	3. Oral language
	4. Performance

J. Summary of learning (SLO of students and reflection of your own!)

1. **Culturally Responsive Home-School Recommendations PPT 28 points**

**(Based on the Literacy Case Report findings) DUE May 6, 2014**

**Culturally Responsive Home-School Recommendations** are the major and concluding portion of your **Literacy Case Report**. Use what you have learned about your focal students’ home environment, likes, dislikes and interests both in and out of school, performance on the various assessments, to make recommendations that will help advance your student’s literacy proficiency and interest in school. Materials and suggestions must be **culturally responsive**, **reflect knowledge of CCSS parent recommendations** for your child’s grade level, and **based on your students’ needs and interests**. This information should be developed and shared in a form appropriate for culturally responsive communication with your students’ care-giver(s). See attached rubric in the appendices for more details**.**

**This is the KEY ASSIGNMENT for the course. The KEY ASSIGNMENT must be uploaded to TK-20 or the course is not complete and a grade will not be awarded.**

**Literacy Case Reports**, **summarized and presented in Power Point form**, can be individual in format and content. The general outline of the assignment has been described above; however, the individuality of implementing the assignment is what distinguishes you as a professional educator. Literacy Case Reports will not be the same, even if you are in the same school placement as another intern.

Specific qualities related to the content of this course that should be evident somewhere in your literacy case report include:

* An introduction to the project and your school/placement
* Overview of the community, school, and classroom environment
* Background information on your “kidwatching” observations and focus student, including the rationale for his/her selection
* Your focus students’ understanding of what reading and writing are (his/her internalized definition of) as evidenced by the data presented from the interview/survey
* The focus student’s perceptions of him/herself as a reader, writer and speaker, supported by specific evidence in your data
* What the focus student knows about language and the student’s strengths, supported by specific evidence in the data
* The focus student’s areas of need and inefficient strategies, supported by specific evidence in the data
* Evidence that you are able to generate emerging questions about the student as a reader, writer and speaker
* Specific recommendations (connected to questions, Maryland’s College and Career-Ready Standards with parent information, and the student’s needs) that will support the student’s growth as a reader, writer and speaker and provide more information about the student
* Recommended instruction appropriate to address the student’s needs (for both in class and at home use)
* Evidence of reflection on the students’ learning AND your ability to administer and analyze assessment tools used in your placement classroom (both formative and summative, standardized and classroom-based) and those used with your focus students, why they were chosen, what went well and what didn’t, changes that can be made in the future, and what was learned about assessment and about yourself.

**The PPT format, organization, writing style, and mechanics should:**

* Include data (interviews, reading and writing samples, and student self-evaluations, charts, graphs, etc)
* Be well-organized, flow easily and cohesively
* Be written clearly and concisely
* Summarize your findings in easy to read, understand style on PPT
* Be carefully proofread for spelling, punctuation, grammar and for any details you have already received specific feedback to improve (edit as per feedback given after each assignment submission)