

READ 3371 - CASE STUDY (ACTIVE SPRING 2011)

General Information

Custom Form

Preview

PLEASE ASSESS

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	Expected	Moving Toward Expected	Unacceptable	Score
<p>ASSESSMENTS</p> <p><input type="checkbox"/> NA</p> <p>Assessments are appropriately administered.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Assessments are appropriately administered.</p>	<p><input type="radio"/> 1</p> <hr/> <p>Most assessments are appropriately administered.</p>	<p><input type="radio"/> 0</p> <hr/> <p>Assessments are not appropriately administered.</p>	<p>Score</p>
<p>DATA ANALYSIS</p> <p><input type="checkbox"/> NA</p> <p>Data are correctly interpreted with connections made to how that interpretation affects student learning.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Data are correctly interpreted with connections made to how that interpretation affects student learning.</p>	<p><input type="radio"/> 1</p> <hr/> <p>Some data are correctly interpreted with connections made to how that interpretation affects student learning.</p>	<p><input type="radio"/> 0</p> <hr/> <p>Data are not interpreted OR data are incorrectly interpreted.</p>	<p>Score</p>
<p>DATA ANALYSIS</p> <p><input type="checkbox"/> NA</p> <p>Interpretation shows the student's proficiencies and difficulties.</p>	<p><input type="radio"/> 2</p> <hr/> <p>Interpretation shows the student's proficiencies and difficulties.</p>	<p><input type="radio"/> 1</p> <hr/> <p>Interpretation shows either the student's proficiencies or the student's difficulties. OR Interpretation is inaccurate.</p>	<p><input type="radio"/> 0</p> <hr/> <p>Student's proficiencies and difficulties are not addressed in the interpretation.</p>	<p>Score</p>
<p>INSTRUCTIONAL PLANNING</p> <p># State Standards attached</p> <p>NA 3, & 4 ACEI 3.1, 3.2 CF 5.1</p> <p><input type="checkbox"/> NA</p> <p>A detailed summary of the tutorial sessions is given including instructional</p>	<p><input type="radio"/> 2</p> <hr/> <p>A detailed summary of the tutorial sessions is given including instructional</p>	<p><input type="radio"/> 1</p> <hr/> <p>A brief summary of the tutorial sessions is given.</p>	<p><input type="radio"/> 0</p> <hr/> <p>A summary is missing</p>	<p>Score</p>

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strategies such as comprehension, fluency, and word work.				
INSTRUCTIONAL PLANNING # State Standards attached NA 3, & 4 ACEI 3.1, 4.0 CF .1 <input type="checkbox"/> NA	<input type="radio"/> 2 <hr/> The instructional strategies and reading materials correspond to assessment results.	<input type="radio"/> 1 <hr/> Some of the instructional strategies and reading materials correspond to assessment results.	<input type="radio"/> 0 <hr/> None of the instructional strategies and reading materials corresponds to assessment results.	<input type="text" value="Score"/>
FINAL REFLECTION <input type="checkbox"/> NA	<input type="radio"/> 2 <hr/> The reflection clearly examines the effect/impact of the ongoing instruction and progress monitoring on the child's learning	<input type="radio"/> 1 <hr/> The reflection examines the effect/impact of the ongoing instruction and progress monitoring on the child's learning, but on a surface level.	<input type="radio"/> 0 <hr/> The reflection does not describe the effect/impact of ongoing instruction and progress monitoring on the child's learning.	<input type="text" value="Score"/>
FINAL REFLECTION NA 3, 4, & 6 ACEI 5.1 CF 1.2 <input type="checkbox"/> NA	<input type="radio"/> 2 <hr/> The reflection clearly examines the candidate's learning throughout the case study experience.	<input type="radio"/> 1 <hr/> The reflection explains the candidate's learning throughout the case study experience, but on a surface level.	<input type="radio"/> 0 <hr/> The reflection does not explain the candidate's learning throughout the case study experience.	<input type="text" value="Score"/>
MECHANICS <input type="checkbox"/> NA	<input type="radio"/> 2 <hr/> Effective use of the conventions of academic English	<input type="radio"/> 1 <hr/> Minor errors in the use of the conventions of academic English	<input type="radio"/> 0 <hr/> Serious errors in the use of the conventions of academic English	<input type="text" value="Score"/>
Rubric Score:				
Rubric Mean:				

GRADE

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Total Score:

Total Mean:

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