Course Description
This is an undergraduate diagnostic reading course. This course is an introduction to various formal and informal means to assess the reading strengths and weaknesses of children. Students will have the opportunity to apply a variety of reading assessment strategies and develop an instructional plan for young children. You will work one-on-one with a student for 8 weeks. During this time you will administer several informal diagnostic reading tests and plan a reading program to assist the student.

Rationale
This course is an advanced course that presumes undergraduates have had some introductory reading experiences/courses. Students will learn various assessment techniques that can be applied in the classroom with individual students or with groups of students.

Generalist, EC-6 Standards, Chapter 149, Standards
Standard 1. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
1.1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;
1.2k how to build on students' cultural, linguistic, and home backgrounds to enhance their oral language development;
1.3k the relationship between the development of oral language and the development of reading;
1.5k active, purposeful listening in a variety of contexts;
1.6k the use of critical listening to analyze and evaluate a speaker's message;
1.11k how to use instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and questioning) when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.
1.9k how to use effective informal and formal assessments to evaluate students' oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention;
1.10k similarities and differences between oral and written language conventions and how to promote young students' awareness of these similarities and differences; and
1.7k listening skills for enjoying and appreciating spoken language;
1.2s Strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;
1.3s Provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g., language structures and pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities;
1.4s Select and use instructional materials and strategies that promote students' language development, respond to students' individual strengths, needs, and interests, and reflect cultural diversity;
1.8s Communicate with student's families about ways that they can encourage their student's language development;
Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

2.2k the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur (A student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.); and

2.1s Plan, implement, and monitor instruction that is focused on individual students’ needs and is based on continuous use of formal and informal assessments of individual students’ phonological development;

2.2s Use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students’ phonological awareness;

2.3s Select and use instructional materials that promote students’ phonological and phonemic awareness and build on students’ current language skills;

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

3.1s Respond to individual student's needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters

3.1k the importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;

3.2k expected patterns of students’ alphabetic skills development and knowledge that individual variations may occur;

3.3k that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and know how to help English language learner deal with positive and negative transfer related to the alphabetic principle; and

3.4k how to select, administer, and analyze results from informal and formal assessments of alphabetic knowledge.

3.2s Select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students’ understanding of the elements of the alphabetic principle;

3.3s Use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;

3.4s Create opportunities for parents about ways to increase students’ alphabetic knowledge.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.

4.1k that the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print;

4.2k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;

4.3k the use of technology in promoting literacy; and

4.1s Provide instruction that focuses on concepts about print and functions of print, including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words;

4.2s Assist young students in distinguishing letter forms from number forms and text from pictures;

4.3s Provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;

4.4s Talk with students about their favorite books;

4.5s Engage students in story reading experiences and encourage young students to interact with others about stories;

4.7s Assist young readers in selecting their own books for independent reading;

4.8s Teach students about authors and their purposes for writing;

4.9s Use formal and informal assessments of individual student’s literacy development to plan, implement, and monitor instruction;

4.10s Communicate with families about ways to enhance students’ literacy development;

4.11s Communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

5.1k that many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;

5.5k strategies for decoding and determining the meaning of increasingly complex words;

5.6k the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young student develop and apply word analysis skills;

5.7k differences in students’ development of word analysis skills and know how to adjust instruction in response to various students' needs;

5.8k a variety of formal and informal procedures for assessing students’ word identification and decoding skills; and

5.9k instructional practices to meet students’ individual needs in decoding and word identification.

5.1s Teach the analysis of phonetically regular words in a simple-to-complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, common vowel and consonant patterns, and syllables;

5.2s Teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;

5.3s Teach students to recognize high-frequency irregular words by selecting words that appear frequently in students’ books and reviewing difficult words often;

5.4s Teach students ways to identify vowel sound combinations and multisyllabic words;

5.5s Provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);

5.6s Teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;

5.7s Use formal and informal assessments to analyze individual student’s word identification and decoding skills in order to plan and monitor instruction;

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

6.1k how students’ reading rate and fluency affect comprehension;

6.2k how young students develop reading fluency and that fluency involves rate, accuracy, and intonation;

6.3k how students’ reading fluency is an ongoing base and know the norms that have been established for various age and grade levels;

6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading;

6.5k instructional strategies and practices for promoting students’ word analysis skills and reading fluency;

6.6k differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas; and
6.7k a variety of informal and formal procedures for assessing on an ongoing basis students’ reading fluency.
6.1s Identify and monitor on an ongoing basis young students’ fluency levels by using leveled passages or reading materials on a daily basis;
6.2s Provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;
6.3s Apply norms for reading fluency to evaluate students’ reading fluency;

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

7.2k how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);
7.7k the relationship between extensive reading, vocabulary development, and reading comprehension;
7.8k the use of metacognitive skills in reading comprehension;
7.9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics;
7.10k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated and stated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);
7.4k reading comprehension as an active process of constructing meaning;
7.5k factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure and vocabulary);
7.11k know to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reason reacting to a text’s content, characters, and use of language);
7.13k the importance of vocabulary development through wide reading and experiences, such as interpreting idioms, multiple-meaning words and analogies;
7.14k a variety of formal and informal procedures for monitoring students’ reading comprehension and instructional practices to meet individual student’s needs;
7.15k comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;
7.16k different purposes for reading and associated reading strategies;
7.17k the importance of providing students with direct, explicit instruction in the use of comprehension strategies;
7.19k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts);
7.21k literary response and analysis and ways to promote students’ development of literary response and analysis;
7.1s Formally and informally assess students’ reading comprehension and provide focused instruction in reading comprehension based on individual student’s needs;
7.3s Guide students in developing and using metacognitive skills;
7.4s Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;
7.6s Guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;
7.8s Use instructional strategies that help increase students’ reading vocabulary;
7.10s Provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;
7.11s Provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;
7.12s Teach elements of literary analysis, such as story elements and features of different literary genres;
7.13s Provide instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn,” (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

8.1k predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;
8.2k writing processes, including the use of self-assessment in writing;
8.3k writing for a variety of audiences, purposes, and settings;
8.4k the differences between first draft writing and writing for publication;
8.5k appropriate instructional strategies and sequences for developing students’ writing skills;
8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;
8.7k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;
8.8k the benefits of technology for teaching writing and writing for publication; and
8.9k informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.
8.2s Teach purposeful, meaningful writing in connection with listening, speaking, and reading;
8.3s Formally and informally monitor students’ writing development and provide focused instruction to address students’ individual strengths, needs, and interests;
8.4s Provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;
8.5s Provide instruction in the use of available technology that facilitates written communication;
8.6s Provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;
8.7s Provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;
8.8s Communicate with families about students’ development of written communication and ways to encourage students’ written communication;
8.9s Communicate with other professionals and continually seek implications for practice from current research about students’ development of written communication; and
8.10s Provide opportunities for students to conference with peers and the teacher.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

9.1k that young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;
9.2k the relationship between spelling and phonological, graphophonemic knowledge, alphabetic awareness, and the importance of this relationship for later success in reading and writing;
9.3k the stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students’ development from one stage to the next;
9.4k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;
9.6k the importance of spelling and graphophonemic knowledge for success in reading and writing; and
9.1s Formally and informally assess young students’ development of writing conventions and provide focused instruction based on individual students’ strengths, needs, and interests;
9.2s Provide hands-on activities to help young students develop the fine motor skills necessary for writing;
9.4s Provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);
9.5s Provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for students to use and develop spelling skills in the context of meaningful written expression (e.g., applying decoding skills as one strategy to help proofread spelling during the editing process);
9.7s Communicate students’ performance in the use of writing conventions to families and discuss ways to encourage students’ use of writing conventions

**Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.**

10.1k appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion-referenced state tests) and informal assessments (e.g., curriculum-based reading assessments and informal reading inventories) related to the development of literacy in young students;
10.2k  formative and summative uses of assessment;
10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;
10.4k how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);
10.6k the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basal, supplemental programs, and trade books) to ensure the literacy development of all students;
10.8k how to determine students’ independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.
10.1s Use multiple assessments to plan instruction in and monitor the literacy development of young students;
10.2s Analyze students’ errors in reading and writing and use them as a basis for future instruction;
10.3s Use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;
10.4s Communicate students’ progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students’ work;
10.5s Communicate instructional decisions based on research, assessments, and knowledge of students; and
10.6s Collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.

**Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.**

12.5k instructional practices that promote students’ ability to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.
12.4k procedures for producing visual images, messages, and meanings to communicate with others;
12.5k grade-level expectations and procedures for assessing students’ skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;
12.7k how to distinguish between denotative and connotative meanings; and
12.5s Use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;
12.7s Teach students how to select, organize, and produce visuals to complement and extend meanings;
12.6s Provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view

**Other State Requirements**

Ensure that these categories are covered: Phonics, phonemic awareness, fluency, vocabulary, comprehension

**English Language Arts 4-8**

**Standard I. Oral Language:** Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

1.1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including states in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;
1.2k how to build on students’ cultural, linguistic, and home backgrounds to enhance their oral language development;
1.4k relationships between the development of oral language and the development of reading;
1.11k how to use effective informal and formal assessments to evaluate students’ oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention.
1.1s plan, implement, and monitor instruction that is based on informal and formal assessment of students’ progress in oral language development and addresses individual students’ needs, strengths, and interests;
1.2s acknowledge students’ current oral language skills and use specific language instruction to build on these skills and increase students’ oral language proficiency;
1.3s strengthen students’ vocabulary and narrative skills in spoken language and teach students to recognize connections between spoken and printed language;
1.4s provide explicit, systematic oral language instruction and support students’ learning and use of oral language through meaningful and purposeful activities implemented one-to-one and in a group;
1.5s provide oral language instruction by modeling and reading aloud using language structures and pronunciations commonly associated with academic English;
1.6s select and use instructional materials and strategies that promote students’ oral language development; that respond to students’ individual strengths,
needs, and interests; and that reflect cultural diversity;
1.7s provide instruction that interrelates oral and written language to promote students’ reading proficiency and learning (e.g., preview-review, discussion, questioning

Standard II. Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.
2.1k the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognize that individual variations occur (A student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words);
2.2k the elements of the alphabetic principle (e.g., letter names, graphophonemic knowledge, the relationship of the letters in printed words to spoken language) and typical patterns of students’ alphabetic skills development, and recognize that individual variations occur;
2.3k that not all written languages are alphabetic and that many alphabetic languages are more phonetically regular than English, and know the significance of this for students’ literacy development in English;
2.4k that literacy acquisition generally develops in a predictable pattern from prereading (emergent literacy) to conventional literacy, recognizing that individual variations occur;
2.5k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;
2.6k a wide range of literature and other texts appropriate for students;
2.7k the importance of modeling and encouraging reading for pleasure and lifelong learning;
2.11k how to select, administer, analyze, and use results from informal and formal assessments of literacy acquisition, including assessments of phonological and phonemic awareness and alphabetic skills;
2.1s plan, implement, and monitor instruction based on the continuous use of formal and informal assessment of individual students’ literacy acquisition, including phonological and phonemic awareness and alphabetic skills;
2.2s respond to individual students’ needs by providing focused instruction to promote literacy acquisition, including phonological and phonemic awareness, alphabetic skills, and concepts about print;
2.3s select and use instructional materials that build on students’ current language skills to promote development from emergent literacy to conventional literacy;
2.4s provide multiple opportunities for students to listen to and respond to a wide variety of children’s and young people’s literature, both fiction and nonfiction, and to recognize characteristics of various types of narrative and expository texts;
2.8s provide many opportunities for students to read and write to promote their development of an extensive reading and writing vocabulary;
2.10s select and use a variety of materials to teach students about authors and different purposes for writing;
2.13s collaborate with other professionals and continually seek implications for practice from current research about literacy acquisition.

Standard III. Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.
3.1k that many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;
3.2k the importance of word analysis skills and reading fluency for reading comprehension;
3.3k the continuum of word analysis skills and grade-level expectations for these skills;
3.6k important phonetic elements and conventions of the English language;
3.7k strategies for decoding and determining the meaning of increasingly complex words;
3.8k how students develop reading fluency and that fluency involves rate, accuracy, and intonation;
3.9k instructional strategies and practices for promoting students’ word analysis skills and reading fluency;
3.10k differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas; and
3.11k a variety of informal and formal procedures for assessing on an ongoing basis students’ word analysis skills and reading fluency.
3.1s select and use appropriate formal and informal assessments to identify and monitor on an ongoing basis students’ word analysis skills and reading fluency, and use assessment results to help plan instruction;
3.2s apply norms and expectations for word analysis skills and reading fluency to evaluate students’ reading performance;
3.3s teach the phonetic analysis of increasingly complex words;
3.4s teach students to recognize high-frequency irregular words by selecting words that appear frequently in texts and reviewing difficult words often;
3.5s provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes, suffixes);
3.6s teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;
3.8s provide opportunities for students to improve their reading fluency through self-correction;
3.9s select and use appropriate instructional strategies and materials to promote word analysis skills and reading fluency for students reading at different levels;
3.11s collaborate with other professionals and continually seek implications for practice from convergent research about the development of word analysis skills and reading fluency.

Standard IV. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.
4.2k reading comprehension as an active process of constructing meaning;
4.3k factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure, vocabulary);
4.4k the role of visualization skills in reading comprehension;
4.5k the relationship between extensive reading, vocabulary development, and reading comprehension;
4.6k the use of metacognitive skills in reading comprehension;
4.7k literary genres (e.g., historical fiction, poetry, myths, fables) and their characteristics;
4.8k levels of reading comprehension and how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);
4.9k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);
how to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reasoning; reacting to a text’s content, characters, and use of language);

comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;

different purposes for reading and associated reading strategies;

how to interpret and evaluate information presented in various formats (e.g., maps, tables, graphs);

the importance of providing students with direct, explicit instruction in the use of comprehension strategies;

a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts);

the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources;

literary response and analysis and ways to promote students’ development of literary response and analysis;

a variety of informal and formal procedures for monitoring and assessing students’ reading comprehension and instructional practices to meet individual students’ needs.

the reading comprehension needs of students with different needs (e.g., English Language Learners, students with disabilities) and how to provide instruction for those students;

select and use appropriate informal and formal assessments to evaluate students’ reading comprehension, and provide focused instruction in reading comprehension based on individual students’ strengths and needs;

use a variety of instructional strategies to enhance students’ reading comprehension, including helping students link the content of texts to their lives and connect related ideas across different texts;

use students’ prior knowledge to promote reading comprehension;

model and provide direct, explicit instruction in the use of strategies for improving reading comprehension (e.g., using word analysis skills, previewing texts, self-monitoring, visualizing, retelling);

promote students’ development and use of metacognitive skills to enhance reading comprehension;

use instructional strategies that help students increase their reading vocabulary;

provide instruction in how to use graphics (e.g., tables, charts, maps, signs), informational texts, and technologies (e.g., the Internet) to acquire information;

provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals, discussions), including relating prior knowledge to literary texts;

teach elements of literary analysis, such as story elements and features of different literary genres;

teach students how to locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources;

collaborate with other professionals and continually seek implications for practice from convergent research about the development of reading comprehension skills.

Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

writing processes, including the use of self-assessment in writing;

the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing;

the importance of spelling and graphophonemic knowledge for success in reading and writing;

the stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students’ development from one stage to the next;

writing for a variety of audiences, purposes, and settings;

appropriate instructional strategies and sequences for developing students’ writing skills;

informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.

formally and informally assess students’ writing development, including their assessment of writing conventions, and provide focused instruction to address students’ strengths, needs, and interests;

create an environment in which students are motivated to express their ideas in writing;

use strategies to promote students’ recognition of the practical uses of writing;

provide opportunities for students to self-assess their writings (e.g., for clarity, comprehensiveness, interest to audience) and their development as writers;

provide hands-on activities to help students develop and refine the fine-motor skills necessary for writing, including teaching pencil grip, paper position, and beginning stroke;

provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, punctuation), and help students recognize that although first drafts are not always edited and revised, accuracy in conventions is necessary when preparing a piece for publication;

provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for students to use and develop their spelling skills in the context of meaningful written expression;

collaborate with other professionals and continually seek implications for practice from convergent research about students’ development of written communication skills and writing conventions.

Standard VI. Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

the characteristics and uses of formal and informal literacy assessments (e.g., screening devices, norm-referenced achievement tests, criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories);

formative and summative uses of assessment;

how to select and use multiple, ongoing assessments to monitor literacy development and identify students’ strengths and needs;

how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);
8.5k the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basal programs, supplemental programs, trade books) to ensure the literacy development of all students;
8.6k how to determine students’ independent, instructional, and frustration reading levels and recognize the importance of using this information when selecting and adapting reading materials for individual students and guiding their selection of independent reading materials; and
8.7k how students’ use of self-evaluation and self-monitoring procedures can enhance their literacy development.
8.1s use multiple, ongoing assessments to plan literacy instruction and monitor students’ literacy development;
8.2s analyze students’ errors in reading and writing and use the results of this analysis as a basis for future instruction;
8.3s use ongoing assessment and knowledge of the TEKS to determine when a student may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;
8.6s collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.

English Language Arts 7-12
Standard I. English language arts teachers in grades 8–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.
Standard II. English language arts teachers in grades 8–12 understand the processes of reading and teach students to apply these processes.

Special Education EC-12
Standard IV. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.
Standard V. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
Standard VI. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.
Standard XI. The special education teacher promotes students’ performance in English language arts and reading.

PPR Domains and TExES Content Competencies

The following TExES competencies are covered in this course:

DOMAIN I – English Language Arts and Reading
Competency 001 (Oral Language)
Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Competency 002 (Phonological and Phonemic Awareness)
Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Competency 003 (Alphabetic Principle)
Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Competency 004 (Literacy Development and Practice)
Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.

Competency 008 (Reading Inquiry and Research)
The teacher understands the importance of research and inquiry skills to students’ academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 009 (Writing Conventions)
Teachers understand the conventions of writing in English and provide instruction that helps students develop proficiency in applying writing conventions.

Competency 010 (Written Communication)
Teachers understand that writing to communicate is a developmental process and provide instruction that promotes students’ competence in written communication.

Competency 011 (Viewing and Representing)
Teachers understand skills for interpreting, analyzing, evaluation, and producing visual images and messages in various media and provides students opportunities to develop skills in this area.

Technology Standards
1.4s apply prior knowledge to develop new ideas, products, and processes
2.2k how to deliver a product electronically in a variety of media
2.1s use technical writing strategies to create products such as a technical instruction guide
2.2s participate in electronic communities as a learner, initiator, and contributor
2.3s employ technological collaboration such as sharing information through online communications to complete tasks
2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences
2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats
3.3k how to access and use online help
3.1s use strategies to locate and acquire desired information from collaborative software and online resources
3.3s use online help and other documentation
4.10s design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product
4.12s determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience and demonstrate that established criteria or rubrics can be used to evaluate the process and product
State Adopted Proficiencies and Competencies
State Adopted Proficiencies - The state-adopted proficiencies covered in this course include the following:
1. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. The teacher responds appropriately to diverse groups of learners.
4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

Course Objectives/Learning Outcomes
- Students will collect appropriate corrective techniques for working with academically fragile learners and demonstrate these through actual instruction with a tutee.
- Students will analyze informal techniques to assess reading ability and demonstrate these with a tutee.
- Students will select and adapt reading and writing approaches and materials to meet the needs of the individual child.
- Students will design a dynamic instructional literacy plan for a child in a tutorial setting.

Course Topics
The major topics to be considered are:
- Causes of Reading Disabilities,
- Individual Assessment Instruments and Procedures,
- Interpreting Reading and Writing Assessments,
- Designing Appropriate Instruction Based on Assessment, and
- Relate Appropriate TEKS to Assessment Finds.

Instructional Methods and Activities: Methods and activities for instruction include:
- Traditional Experiences (lecture, discussion, demonstration), and
- Clinical Experiences (simulations, cooperative groups, student demonstrations and presentations, and experience working with elementary learners).

Evaluation and Assignments

Course Requirements

A. Evidence of Learning: Throughout the semester, you will turn in responses to readings and class discussions. Some will be handwritten; others will be submitted via Blackboard in the form of a journal entry or a discussion forum. These must be submitted on time and must be thorough and thoughtful. See class schedule for due dates.

B. Bag of Books: You will put together a bag of books to use the first day of tutoring. You need to look for books that cover the different genres and different reading levels. Your bag must consist of 10 books. You should turn in a book list that includes the title of each book, the author, publisher, date of publication and a brief description of each book. See class schedule for due date.
C. **Student Reading Profile:** You will prepare a preliminary report on your assessment findings on the Student Reading Profile. Your scores and examples of student performance will be turned in at the end of the first week of tutoring. See class schedule for due date.

D. **Case Study Portfolio and Oral Report***: You will work with one child for 8 tutoring sessions. You will administer informal assessments and provide instruction based on the results of your assessments. The results of your work with this one child will be summarized in a case study. It is expected that your work be well written, word-processed, spell-checked and grammatically correct. Points will be taken off if there are errors in mechanics, usage, grammar, or spelling. ***NOTE: This is the benchmark assignment for this course. You must achieve a minimum score of 175 points on the case study in order to pass this course. See class schedule for due date.

E. **Final Exam**: The final exam will be administered on Blackboard. See class schedule for due date.

F. **Class Attendance, Activities and Participation:** Students are expected to attend class and be punctual. Students should come to each class prepared to discuss assigned readings and make contributions to the class/group discussions. Twenty (20) points will be deducted for each absence during the class sessions we will hold either before or after the tutoring period.

G. **Tutoring sessions:** You will have 8 tutoring sessions with your student. You are required to be present for all tutoring sessions. If you can't make it, you must reschedule for another day and provide documentation of the rescheduled time (i.e., parent signature, email, or voicemail). If you do not make up that missed day you will not receive credit for that tutoring session. You will lose 50 points for each absence. So make sure you get cell phone numbers and any other information you need from your classmates.

a. You will prepare a “Tutoring Plan” for each day you assess and instruct students. The plan must be typed and available during each tutoring session. Tutoring plans are due (via Blackboard) no later than 11:59p each tutoring day. You will lose points for submitting plans after the due date. All plans will be turned in with the final case study.

b. You will develop hands-on activities based on children’s literature and other authentic texts for the student you tutor.

c. If your student is not in attendance on the date the plan addresses, the REFLECTION is expected. In the section for reflection, write “student absent” and provide a response to the tutoring session you chose to observe.

**Grade Assignment**
Grades will be assigned according to the professional level of the final submissions.

A = Excellent – All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance.

B = Good – All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish.

C = Average – The work is complete. The work contains all required parts. The work lacks evidence of time and effort.

D = Passing – The work is not adequate in details, efforts, professionalism, or completeness.

F = Failing – The work is inadequate or incomplete.
Points (Tentative)

A. Evidence of learning
   i. Textbook responses
   ii. Class discussion responses

B. Bag of Books

C. Student Reading Profile

D. Lesson Plans

E. Case study portfolio and oral report

F. 2 Quizzes

G. Final Exam

H. Missed class (-20)

I. Missed tutoring session (-50)

Total possible points 500 points

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>83-91</td>
<td>B</td>
</tr>
<tr>
<td>75-82</td>
<td>C</td>
</tr>
<tr>
<td>68-74</td>
<td>D</td>
</tr>
<tr>
<td>Below 68</td>
<td>F</td>
</tr>
</tbody>
</table>

Class Schedule TBD

Required Texts:

Additional Information
- Your name will be submitted to CCISD for a background check prior to the start of the tutoring sessions.

Additional Resources
- TEKS: English and Reading
- EC-6 Generalist Standards

Bibliography of Selected References:

Class Schedule TBD

Additional Policies

**Attendance/tardiness**
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. In addition, the reflections will be based on the text and lectures. Failure to include information from the lectures will result in a lower grade. If you are absent, ask a classmate for their notes. However, if you have a question about course material, please feel free to ask me to clarify. I will be happy to meet with you during office hours.

**Late work and Make-up Exams**
Full credit will not be given for late assignments. There will be no extensions for the final case study.

**Extra Credit**
Student Reading Council (SRC) meeting attendance.

**Cell Phone/Electronic Device Usage**
Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all **strictly prohibited**. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me **before** the start of class and the phone set on vibrate. Absolutely NO phones are allowed during tutorial sessions.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on Blackboard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous
personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**See calendar for drop and other important dates.**

**Preferred methods of scholarly citations**
Scholarly paper organization and citations must follow the Association of American Psychologists Style Manual, 6th Edition. (See required textbook.)

**Classroom/professional behavior**
*Professional decorum is expected.*

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Veteran’s Affairs for assistance at (361) 825-2331.
# READ 3351 Case Study Order of Binder

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Introductory elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table of Contents</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Points will be based on the level of detail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Written Case Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Start each section on a new page with its own bold heading. Do not use dividers for individual sections.)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Introduction</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>A synthesis of what you know about the student: background, interests, and attitude toward the tutoring experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic Information</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Discuss by assessments. Each assessment should be introduced with a bold subhead. List student scores then discuss. Report specific scores for all levels of all assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrective Action</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Discuss the activities you did with the students by reading/writing area: word identification, comprehension, and writing. Identify specific strategies and activities you used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>List and bullet recommendations you would make to parents or teachers regarding future activities for the student. Identify and list recommendations by reading/writing area: word identification, comprehension, and writing. Include types of reading that appeal to the student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>This is a reflection on your experience in the tutoring situation. Discuss what you learned, what surprised you, and how you changed or refined your attitudes toward teaching and the practices you will use in the future.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Background page</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student Interest page</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Diagnostic Assessment protocols</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Include your examiner’s copies of assessment tools and student performance pages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Lesson Plans and Reflections (8)</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>*Note: Lesson plans will have already been graded. These 35 points are awarded for each reflection that you wrote at the bottom of each lesson plan sheet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Artifacts</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Include multiple samples of work your student did during the tutoring session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td></td>
</tr>
</tbody>
</table>

1. Use dividers where indicated by *
2. Typed, double-spaced, Times New Roman, 1-inch margins
3. Use correct grammar, punctuation, spelling, and usage
4. Do not enclose paper in plastic sleeves.
The Bag of Books is an informal introductory assessment. Your bag must contain at least 10 books. Books should cover ALL grade levels and MANY genres and MANY topics.

The Bag of Books is used at the first meeting with the student. You CANNOT assume anything based on the student’s age or grade. You may have a struggling reader, or you may have a student reading above level. You will not know beforehand what the student’s interests are.

You will turn in an annotated LIST of the books in your Bag of Books.

Include these elements in your list:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Full publication information on the book, using APA or MLA style:</td>
<td>1 per book</td>
</tr>
<tr>
<td>- Author</td>
<td></td>
</tr>
<tr>
<td>- Year of publication</td>
<td></td>
</tr>
<tr>
<td>- Title</td>
<td></td>
</tr>
<tr>
<td>- City of publication</td>
<td></td>
</tr>
<tr>
<td>- Publisher</td>
<td></td>
</tr>
<tr>
<td>2. The approximate reading level of the book: early reader, primary,</td>
<td>.5 per book</td>
</tr>
<tr>
<td>intermediate, secondary</td>
<td></td>
</tr>
<tr>
<td>3. The genre in which the book would be classified—indicate fiction/non-</td>
<td>.5 per book</td>
</tr>
<tr>
<td>fiction and the specific genre</td>
<td></td>
</tr>
<tr>
<td>4. A two-three sentence description of the contents of the book.</td>
<td>2 per book</td>
</tr>
<tr>
<td>5. A 50- to 75-word personal statement about why you think this is a</td>
<td>10</td>
</tr>
<tr>
<td>good book to use with students.</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Do not use descriptions from book lists, reference books or Internet sites. You may use books from your personal literature portfolios if you have taken READ 4380.
### Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan</td>
<td>Novice</td>
</tr>
<tr>
<td></td>
<td>0.00000 Points</td>
</tr>
<tr>
<td></td>
<td>missing</td>
</tr>
<tr>
<td></td>
<td>Competent</td>
</tr>
<tr>
<td></td>
<td>3.00000 Points</td>
</tr>
<tr>
<td></td>
<td>incomplete</td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>5.00000 Points</td>
</tr>
<tr>
<td></td>
<td>complete</td>
</tr>
</tbody>
</table>
Evidence of Learning: Textbook and Class Discussion Response Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>0.00000 to 3.00000 points</td>
<td>4.00000 to 7.00000 points</td>
<td>8.00000 to 10.00000 points</td>
</tr>
<tr>
<td></td>
<td>Response is not thoughtful or reflective and is not related to the reading and class discussion</td>
<td>Somewhat thoughtful and reflective response that is somewhat related to the reading and class discussion</td>
<td>Thoughtful and reflective response that is related to the reading and class discussion</td>
</tr>
</tbody>
</table>
## Student Reading Profile Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Novice</td>
</tr>
<tr>
<td><strong>Bag of Books</strong></td>
<td>0.00000 to 3.00000 points</td>
</tr>
<tr>
<td></td>
<td>missing</td>
</tr>
<tr>
<td><strong>Reading Interview/Attitude Survey</strong></td>
<td>0.00000 to 3.00000 points</td>
</tr>
<tr>
<td></td>
<td>missing</td>
</tr>
<tr>
<td><strong>DRA Accuracy, Comprehension, and Fluency</strong></td>
<td>0.00000 to 7.00000 points</td>
</tr>
<tr>
<td></td>
<td>missing</td>
</tr>
<tr>
<td><strong>Islander Informal Writing Inventory</strong></td>
<td>0.00000 to 3.00000 points</td>
</tr>
<tr>
<td></td>
<td>missing</td>
</tr>
</tbody>
</table>