EDU 5761/6761-030 and 040
Tier II Intervention for Intermediate Readers:
Higher Steps^{SM} Semester Practicum (Small Group)

Professor: Dr. Kelly C. Patrick, Director
University of Utah Reading Clinic (UURC)
Phone: 801-265-3951(office)
                Email: kelly.patrick@utah.edu

Instructors: Julie Jaussi, M.Ed., Licensed USteps Trainer
                Email: julie.jaussi@utah.edu

                Trina Robbins, Licensed USteps Trainer
                Email: trina.robbins@utah.edu

Logistics:

- 3 credit hours CR/NC = $450 or Letter Grade = $550
- offered only fall or spring semesters
- virtual format allows educators from anywhere in Utah to work with their own students
- obtain advisor permission for this course to count toward degree; ***strongly recommend acceptance in a graduate program before completing this course to ensure credits will apply to your program of study as "matriculated"***
- presentation of university transcript to USBE earns 54 professional learning credits

Course Description and Expectations

This course is designed to help educators deliver effective, efficient research-based assessment and intervention for readers of any age who have reached an early 3rd grade reading level, but who are below their chronological grade levels. Research has demonstrated that, due to environmental and/or neurobiological issues many older students reading below grade level manifest behaviors consistent in much younger normally-achieving readers.

Higher Steps^{SM} intervention is provided in a small group format for readers who are at approximately the same ability level. The course follows a "practicum model," in which educators build a conceptual framework for reading development and intervention through a semester-long, mentored intervention experience.

The course is open to any educator, including but not limited to: classroom teachers, reading specialists, special educators, administrators, paraprofessionals, and Multi-Language Learner (MLL) personnel.

Please note that for this course to count toward the USBE's Secondary Literacy Interventionist Endorsement, educators must implement Higher Steps^{SM} in a small group of secondary students (i.e., grades 6-12)

Through implementation, coaching, reading, and participation in clinical training sessions, educators will be expected to extend their knowledge of the following topics:

Planning & Delivering Differentiated Literacy Instruction

- structured, explicit, systematic intervention
- differentiated intervention in an MTSS system
- class-wide intervention for students of varying abilities

Phonological Awareness & Basic/Advanced Phonics

- relationship between English orthography and phonology over literacy development
- phoneme basic and advanced awareness
- explicit, systematic blending for one-syllable words, English syllable structure chunking for polysyllabic words
- basic and advanced spelling strategies

Text Fluency

- purpose for reading
- building rate, accuracy & prosody
- echo reading, choral reading, solo reading

Vocabulary

- academic vocabulary across content areas

- word-level and text-level instruction for moving words into oral language

Comprehension

- appropriately challenging text
- building/activating background knowledge prior to reading
- comprehension strategies as related to text structure

Educators will be expected to use their knowledge of these topics as they provide intervention for at least three intermediate readers in a small group format that respects cultural and linguistic diversity. Educators also will improve their abilities with regard to engagement, motivation, and using progress-monitoring assessment as a guide for pacing intervention.

Working with Minors: Your Background Check & Youth Protection Training
Educators are reminded that they should be positive role models for minors and conduct themselves in a respectful, honest, and caring manner. Educators may not engage in abusive conduct or speech toward a minor or any conduct or speech of a sexual nature.

All persons taking our courses and/or working with UURC students are required to provide the UURC with documentation of a cleared criminal background check. You may provide this documentation to the UURC via email, land mail, or by bringing it to the office. START THIS PROCESS AS SOON AS POSSIBLE; IT MAY TAKE WEEKS TO COMPLETE!

a. If you are **practicing educator**, it is likely that you have already completed this process and have a record of such on the USBE CACTUS system. Visit the following website to view your records and obtain documentation: https://www.uen.org/cactus/logon.do. If the CACTUS system states that you that you do not need a background check at this time, please provide the UURC with that CACTUS message and a copy of your current Utah educator license.

b. If you are a **University of Utah student**, you should use the USBE Online License System because USBE clearance within the last 3 years is required for all University of Utah education coursework (e.g., EDU 1010, admittance to the teacher certification programs).

Instructions are provided at https://uite.utah.edu/students/background-check/.

c. If you are **neither** a practicing educator nor a University of Utah student, you must still provide documentation of clearance from the Utah Bureau of Criminal Identification (UBCI). Please check the following websites for the application and directions to complete this process: https://bci.utah.gov/criminal-records/criminal-records-forms/

You must also complete the U of U Youth Protection Training prior to working with students. This training may be completed online: contact youthprotection@utah.edu and you will be directed as to how to proceed.

Persons who intend to work with UURC students who have not completed these requirements by the first day of clinic will not be allowed to begin intervention until documentation is provided.

Textbooks & Materials
Educators must have the following **technology** available and ready to go on the first day of training:

- reliable internet connectivity
- main device: computer with camera & microphone (e.g., pc w/ web cam or laptop/chromebook with internal camera) Note: no iPads for main device
- second device: a document camera (e.g., IPEVO, Inswan, OKIOCAM, Hue) **or** flexible gooseneck
  holder for smart phone **or** iPad
- access to Zoom on both devices

1. On the first day of training, you will be informed how download materials to prepare a **Higher Steps^{SM} Tutor Binder**.

2. On the first day of training, you must have access to the Higher Steps^{SM} Resources (see link below). At the first training, and thereafter, we will specify which required binder materials you will need to download and print for you and your student.
   - https://uurc.utah.edu/Educators/Resources.php

3. On the first day of training, you must also bring a Higher Steps^{SM} Word Study Kit. You have two options for meeting this requirement:

   - Make your own Higher Steps^{SM} Word Study Kit. If you choose to this option, you will need to photocopy the cards on card stock, laminate, cut, and organize them. This process is time-intensive, so we suggest you begin ASAP. Go to: http://www.uurc.utah.edu/Educators/Resources.php and download the Higher Steps^{SM} Word Study Kit. Before you do anything, carefully read the instructions and then follow them in sequence. The cost of making your own kit will vary from $30-$150, depending on where you laminate your materials, so we encourage you to shop around for the best price.

   - Purchase a printed, shrink-wrapped kit with laminated and already cut cardstock from University Print and Mail Services (2302165 UPMS Reading Clinic Flyer.pdf - Google Drive).
     Pre-made kits save time, but you will need to sort, organize, and place the cards in envelopes BEFORE you attend your first training! Many tutors purchase a small plastic container with a handle for easy storage and transport.

© University of Utah 9-28-20 kcp

The cost of a pre-made kit is approximately $75; final cost is determined by University Printing Services.

4. On the first day of training, you must have a **Student Binder** (2" plastic) for your small group. Go to your Tutor Binder and copy the following pages for this binder:
   - 25 hard copies of Higher Steps^{SM} Lesson Plan
   - 1 hard copy of Higher Steps^{SM} Log
   - 1 hard copy of Timed Repeated Readings/One Minute Custom Chart

5. On the first day of training, you must have:
   - **a timer** that counts both up & down (many cell phones have this feature)
   - four (4) **dry erase markers** (different colors)
   - one (1) **black permanent marker** (e.g., Sharpie, Accent)
   - one (1) **different color** permanent marker
   - 1 package of **3x5 index cards**
   - approx. 8"x11" **white board** (a sheet of white paper in a sleeve protector is sufficient)

Recommended References

Planning and Delivering Differentiated Literacy Instruction

National Reading Panel. (2000b). *Teaching children to read: Reports of the subgroups* (NIH Publication No. 00- 4754). Washington, DC: U.S. Department of Health and Human Services, National Institute of Child Health and Human Development.

Birsh, J.R. (2018). *Multisensory teaching of basic language skills*. Baltimore MD: Brookes.

Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children, 20*, 1-11.

Phonological Awareness

Brady, S. (2020). *A 2020 perspective on research findings on alphabetics (phoneme awareness and phonics): Implications for instruction (expanded version)*. Retrieved from https://www.thereading league.org/wp- content/uploads/2020/10/Brady -Expanded-Version-of-Alphabetic s-TRLJ.pdf

Brown, K.J., Patrick, K.C., Fields, M.K., & Craig, G.T. (2021). Phonological awareness materials in Utah kindergartens: A case study in the science of reading. *Reading Research Quarterly*, 56, 249-272. DOI: 10.1002/rrq.386.

Basic & Advanced Phonics

Ehri, L.C. (2014). Orthographic mapping in the acquisition of sight word reading: spelling memory and vocabulary learning. Scientific Studies of Reading, 8, -21.
https://doi.org/10.1080/10888438.2013.819356

Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007).
 Interventions for adolescent struggling readers: A meta-analysis with implications for practice. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Treiman R. (2017) Learning to Spell Words: Findings, Theories, and Issues, *Scientific Studies of Reading, 21*:4, 265-276, DOI: 10.1080/10888438.2017.1296449

Fluency
Kuhn, M.R., & Stahl, S.A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology, 95*-119.

Padelieadu S., & Fiazitaidou S. (2018). A synthesis of research on reading fluency development: Study of eight meta-analyses. *European Journal of Special Education Reseach, 3*, 232-256.

Vocabulary
Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life.* New York: Guilford.

Nagy,W. (2005). Why vocabulary instruction needs to be long-term and comprehensive. In E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 27–44). Mahwah, NJ: Lawrence Erlbaum.

Nash, H., & Snowling, M. (2006). Teaching new words to children with poor existing vocabulary knowledge: A controlled evaluation of the definition and context methods. *International Journal of Language and Communication Disorders, 41*(3), 335–354. (ERIC Document Reproduction Service No. EJ747456).

Rosenthal, J., & Ehri, L. (2008, February 1). The mnemonic value of orthography for vocabulary learning. *Journal of Educational Psychology, 100*(1), 175–191. (ERIC Document Reproduction Service No. EJ787151).

Comprehension
Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027).
Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

McKeown, M.G., Beck, I.L., & Blake, R.G. (2009). Rethinking reading comprehension instruction: A comparison of instruction for strategies and content approaches. *Reading Research Quarterly, 44,* 218-255.

Perfetti, C., & Helder, A. (2021). Incremental comprehension examined in event-related potentials: Word-to-text integration and structure building. *Discourse Processes, 58*, 2-21.

Session 1/Assessment & Introduction to Intervention Components
Assessment: overview of administering an informal reading assessment to determine instructional level and group membership for similar ability levels. Advanced Word Study Assessment to identify prior knowledge of syllable types, syllabification, and language concepts in polysyllabic words, *optional* Test of Silent Contextual Reading Fluency (TOSCRF) to determine standardized score and percentile rank related to reading comprehension.

Academic Vocabulary: importance of fluency with academic vocabulary for comprehension and oral language development, review of scope and sequence, modeling of word list presentation, practice, and pacing.

Assisted Reading for Comprehension and Fluency of Complex Text: developing an effective, efficient preview, using basic comprehension questions to facilitate engagement and comprehension in

complex text, narrative & expository text structures, using text structure to drive comprehension work, echo reading, choral reading, & solo repeated readings for fluency.

Word Identification, Phonemic Awareness & Spelling: tapping to enhance phonemic segmentation during reading and spelling of closed syllables, introduction of module 1 (closed syllable), assessment and pacing for word study scope & sequence, definition of consonant blends and digraphs with keywords, using whiteboard work, activities, and spelling.

Clinical Practicum: each educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

Session 2/Assessment Review & Intervention Components
Assessment: review of informal reading assessment data and small group composition.

Academic Vocabulary: introduction of activities to provide meaningful encounters with academic vocabulary.

Assisted Reading for Fluency and Comprehension of Complex Text: using extended comprehension questions to facilitate engagement and comprehension, handling oral reading errors "on the run," instructional actions to elicit full sentence replies, instructional level progress-monitoring data collection, reverse echo reading for fluency, and repeated readings for fluency.

Word Identification, Phonemic Awareness & Spelling: introduction of module 2 (closed rule breakers) and 3 (closed-closed+schwa), tapping vs. scooping, modeling and guided practice of whiteboard work, activities, spelling and word study check for polysyllabic words, accuracy vs. fluency focus in word study modeling and guided practice using whiteboard work, activities and spelling.

Clinical Practicum: each educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

Session 3/Using Progress-Monitoring Data to Inform Pacing
Class-wide Intervention: use of instructional routines that benefit intermediate readers and their more successful peers, scheduling small-group intervention within Tier I, and scaffolding activities for intermediate readers in Tier I.

Academic Vocabulary: multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language.

Assisted Reading for Fluency and Comprehension of Complex Text: using basic and extended comprehension questions to facilitate engagement and comprehension, instructional actions for helping students identify unclear referents in replies, definition of prosody and which aspects are worthy of instructional focus (i.e., phrasing for idea units and punctuation, not expression), and review of instructional level progress-monitoring data for accuracy and rate, literal and inferential questioning.

Word Identification, Phonemic Awareness & Spelling: instructional actions to identify vowels vs. consonants, introduction of module 4 (open syllable), module 5 (open-closed combinations), and module 6 (vowel-consonant-e syllable) modeling and guided practice using white board work, activities and spelling, and mnemonics for irregular high frequency words.

Clinical Practicum: each educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

Session 4/ Using Progress-Monitoring Data to Inform Pacing
Class-wide Intervention: use of instructional routines that benefit intermediate readers and their more successful peers, scheduling small-group intervention within Tier I, and scaffolding activities for intermediate readers within Tier I.

Academic Vocabulary: multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language.

Assisted Reading for Fluency and Comprehension of Complex Text: using basic and extended comprehension questions to facilitate engagement and comprehension, instructional actions for helping students identify unclear referents in replies, definition of prosody and which aspects are worthy of instructional focus (i.e., phrasing for idea units and punctuation, not expression), review of progress-monitoring data for accuracy and rate, importance of "text consumption" beyond intervention.

Word Identification, Phonemic Awareness & Spelling: introduction of module 7 (r-controlled syllable) and module 8 (consonant -le syllable), instructional actions for "fully-analyzing" a troublesome word's grapheme-phoneme correspondences, introduction of, modeling and guided practice using whiteboard work, activities, and spelling.

Clinical Practicum: each educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

Session 5/Assessment of Student Response to Intervention
Assessment: overview, modeling, and guided practice administering an informal reading assessment to measure and interpret instructional reading levels, Advanced Word Study Assessment to measure knowledge of syllable types, syllabification, and language concepts in polysyllabic words; *optional* Test of Silent Contextual Reading Fluency (TOSCRF) to determine standardized score and percentile rank related to reading comprehension, parent re-evaluation reports, recommendations for future intervention.

Academic Vocabulary: multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language.

Assisted Reading for Fluency and Comprehension of Complex Text: review of students' progress to date in complex text and recommendations for future intervention with text, issues with oral reading rate, accuracy, comprehension, prosody.

Word Identification, Phonemic Awareness & Spelling: introduction of module 9 (core vowel teams), module 10 (additional vowel team syllables), and module 11 (vowel teams with more than 1 sound), modeling and guided practice using whiteboard work, activities, and spelling.

Clinical Practicum: each educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

UNIVERSITY CREDIT REQUIREMENTS & CRITERIA

Americans with Disabilities Act (ADA)
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, http://www.sa.utah.edu/ds, 581-5020 (V/TDD). CDS will work with us to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
If you have already established accommodations with CDS, please provide me with this information as soon as possible and no later than the first week of class, so that I can provide a supportive learning environment.

Attendance & Requirements
The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor. PPM/Policy6 - 100III--O

Academic Honesty
It is required that you are aware of the University of Utah policies as you will be held accountable to University of Utah standards. Please read the *University of Utah Code of Student Rights and Responsibilities,* http://www.admin.utah.edu/ppmanual/8/8-10.html
which states in part, "In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating."

English Learners
If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/);theWritingProgram (http://writing---program.utah.edu/);theEnglishLanguageInstitute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Safety
The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Professionalism

All participants are asked to conduct themselves in a professional manner. Professionalism for this practicum includes, but is not limited to:

- punctuality
- displaying evolving attitudes toward teaching & learning that are supportive of all students and communities
- refraining from abusive conduct toward a student or any conduct of a sexual nature
- demonstrating an openness to feedback and using such to improve performance
- seeking advice when needed
- exchanging contact information with Wilson trainer (i.e., cell and/or home phone, email address)

- communicating with trainer regarding any potential conflicts with the schedule
- maintaining academic honesty http://www.admin.utah.edu/ppmanual/8/8-10.html
- maintaining "Fitness to Teach" criteria (see http://uite.utah.edu/_documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf
-

Significant and/or repeated failure to maintain professionalism may result in removal of the educator from the practicum and 'no credit/failing grade' for the course.

Course Credit Criteria (EDU 5761/6761-030)

Tutoring Execution:
Tutoring during the practicum will earn Satisfactory-strong, Moderate-less as UURC staff conduct formal and informal observations as needed.

The criteria are as follows:

Satisfactory-Strong, 100% = Satisfactory to strong tutoring execution for most of the practicum. Satisfactory to strong ability to analyze and respond to student performance. Satisfactory to strong preparation and management of tutoring materials. Satisfactory to strong ability to integrate trainer feedback into tutoring performance. Satisfactory to strong contribution to training and debriefing sessions.

Moderate-less, 70% = Moderate-less than satisfactory tutoring execution for most of practicum. Moderate-less than satisfactory ability to analyze and respond to student performance. Moderate-less than satisfactory preparation and management of tutoring materials. Moderate-less than satisfactory ability to integrate trainer feedback into tutoring performance. Moderate-less than satisfactory contribution to training and debriefing sessions. It is important to note that failure to meet a majority of the criteria listed above under 100% constitutes grounds for a score of 70%.

It is important to note that failure to meet a majority of the criteria listed above under 100% constitutes grounds for a score of 70%.

To receive credit (i.e. no letter grade) for the course, participants must satisfactorily meet each criterion outlined below:

- provide current, cleared background check documentation
- complete clinical training and coaching attendance requirements
- tutor students as directed--including implementation of feedback

-   conduct assessments as directed
-   participate in debrief/discussion of student progress

Letter Grade Course Credit Criteria (EDU 5761/6761-040)
To earn letter-grade credit, participants must satisfactorily meet each criterion outlined below:

-   provide current, cleared background check documentation
-   complete clinical training and coaching attendance requirements
-   tutor students as directed--including implementation of feedback
-   conduct assessments as directed
-   participate in debrief/discussion of student progress
-   satisfactorily meet criteria for intervention execution and case study as outlined below

  Educators who fail to meet one or more criteria will not receive course credit.

Written Case Study: Your Higher Steps^{SM} small group will be the subject for a written case study. The case study should include:

1. **Summary and analysis of each student's foundation for reading success at baseline.** This is more than simply "reporting the data."
    a. Describe student's baseline performance in foundational reading skills (letter name/sound knowledge, developmental spelling including phonemic awareness, oral reading rate/accuracy/comprehension (if applicable).
    b. Discuss their performance in relation to chronological grade level expectations.
    c. Are they at risk for reading difficulties? Why?
2. **Summary and analysis of the intervention.** Describe the intervention you provided component (rereading for fluency, word study, writing for sounds, assisted reading) including:
    a. Description of tasks in the component.
    b. Explain purpose of component.
    c. Student response to the instruction including:
        -   Did any component seem to offer more difficulty or ease than others? Why?
        -   What, if any, adjustments did you make in the intervention?
3. **Summary and analysis of each student's reading performance at posttest.** After administering the posttest and analyzing the data,
    a. Describe each student's reading performance at the close of the intervention.
    b. Discuss each student's posttest scores in letter name/sound knowledge, oral reading, word recognition and spelling in relation to chronological grade level expectations.
    c. If indicated, make specific recommendations for future instruction/intervention.

4. **Summary and analysis of teaching practices.**
    a. What have you learned about reading development and instruction/intervention from your practicum experience?
    b. How has this learning informed your practice? Provide specific examples.

Your case study is due by 5pm, 2 weeks after the final day of your practicum. Please submit your case study by email to kelly.patrick@utah.edu. Dr. Patrick will evaluate your paper using the rubric above and respond to you with a paper grade and a final grade that will be entered with the U of U Registrar.

If you miss the deadline for paper submission, you will receive an "I" signifying "incomplete." After 1

year, the "I" will convert to an "E," – a final grade of "no credit."

Be aware that your grade may not post with the registrar until the semester following your paper submission. We cannot make "special arrangements" to post individual grades early—regardless of the reason.

Please keep a copy of your case study on file or hard drive until you receive your final grade.

Course grade = 25% case study grade and 75% practicum grade.

The criteria for grading are as follows:
93-100% (28-30 points earned) = Exceptionally strong summary and analysis of baseline results, intervention, and posttest results. Exceptional analysis of practicum's impact on own teaching. Superior academic writing style. No mechanical errors.

73-92% (22-27 points earned) = Satisfactory summary and analysis of baseline results, intervention, and posttest results. Satisfactory analysis of practicum's impact on own teaching. Satisfactory academic writing style. Very few, if any, mechanical errors.

60-72% (18-21 points earned) = Less than satisfactory summary and analysis of baseline results, intervention, and posttest results. Less than satisfactory analysis of practicum's impact on own teaching. Flawed academic writing style. Numerous mechanical errors. It is important to note that failure to meet any criterion constitutes grounds for an assignment to earn a lower score. For example, a case report that is satisfactory in meeting the first three criteria but evidences numerous mechanical errors may earn "Not Passing."

IT IS RECOMMENDED THAT YOU RUN YOUR CASE STUDY THROUGH A WRITING ASSISTANCE APP (E.G., GRAMMARLY) PRIOR TO SUBMISSION.

Case Study Grading Conversions:
93-100% (28-30 points earned)
73-92% (22-27 points earned)
60-72% (18-21 points earned)
Not Passing = below 60% (0-17 points)

Case Study Rubric

	Below expectations (0)	Meets expectations (1)	Exceeds expectations (2)	Far exceeds expectations (3)
1. Summary and analysis of the student's foundation for reading success at baseline.				
Description of student's baseline abilities in foundational reading skills (letter name/sound knowledge, phonemic awareness/developmental spelling, oral reading rate/accuracy/comprehension (if applicable), you must discuss his/her abilities in relation to chronological grade level				
Where is this child in relation to where s/he should be				
2. Summary and analysis of the intervention.				
Brief description of each component (assisted reading, advanced word study and fluency work)				
Did any component seem to offer more difficulty or ease than others? Why?				
What, if any, adjustments did you make in the intervention?				
3. Summary and analysis of students' reading abilities at posttest.				
Discusses student's instructional level in passage reading and word recognition in relation to chronological grade level.				
If indicated, specific recommendations for future instruction/intervention are made.				
4. Summary and analysis of teaching practices.				
New learnings about reading development and instruction/intervention from practicum experience including how this learning informed your practice. Specific examples provided.				
5. Mechanics				
APA standards (style, grammar, spelling, etc.)				
4-5 pgs				
Case Study				
Case Study subtotals				
Case Study total points				
Case Study percentage				
Case Study grade				

Course	
Tutoring percentage	
Case Study percentage	
Course percentage	
Course grade	

Evaluation Procedures:

75% Tutoring   90 points
25% Case Study 30 points

_____
120 Total Points

Grading Scale:
A = 94-100%
A- = 90-93%
B = 84-86%
B+ = 87-89%
B- = 80-83%
C = 74-76%
C+ = 77-79%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 59% and below