

# EDU3370 Case Studies monitoring reading progress

Teacher Candidates will develop and report on 2 case studies on 2 separate students/grade levels that monitors, analyzes, and implements differentiated instruction with each students' reading progress . They will monitor student progress and use data to differentiate instruction for all students. They will write a summary report and graph the students' progress. The background, plan, instruction, and data of the case study will be assessed.

	1.0 Insufficient	2.0 Satisfactory	3.0 Outstanding
1.0 Criterion 1 	Minimally identifies factors impeding student reading development in each of the reading components or the integration of these components.	Adequately identifies factors impeding student reading development in each of the reading components or the integration of these components.	Thoroughly identifies factors impeding student reading development in each of the reading components or the integration of these components.
1.0 Criterion 2 	Teacher Candidate fails to or weakly implements a classroom level plan for monitoring student reading progress and differentiating instruction	Teacher Candidate adequately implements a classroom level plan for monitoring student reading progress and differentiating instruction	Teacher Candidate expertly implements a classroom level plan for monitoring student reading progress and differentiating instruction
1.0 Criterion 3 	Teacher Candidate fails to monitor student progress and/or weakly uses data to differentiate instruction for all students and/or minimally identifies methods for the diagnosis, prevention, and intervention of common emergent literacy difficulties	Teacher Candidate adequately monitors student progress and uses data to differentiate instruction for all students and satisfactorily identifies methods for the diagnosis, prevention, and intervention of common emergent literacy difficulties	Teacher Candidate expertly monitors student progress and precisely uses data to differentiate instruction for all students and consistently identifies methods for the diagnosis, prevention, and intervention of common emergent literacy difficulties
1.0 Criterion 4 	Teacher Candidate minimally demonstrates recognition of how characteristics of both language and cognitive development impact reading proficiency to more effectively differentiate instruction	Teacher Candidate adequately demonstrates recognition of how characteristics of both language and cognitive development impact reading proficiency to more effectively differentiate instruction	Teacher Candidate thoroughly demonstrates recognition of how characteristics of both language and cognitive development impact reading proficiency to more effectively differentiate instruction
1.0 Criterion 5 	Teacher Candidate demonstrates minimal knowledge of the components of language and understanding of language as an integrative and communicative system	Teacher Candidate demonstrates sufficient knowledge of the components of language and understanding of language as an integrative and communicative system	Teacher Candidate demonstrates thorough knowledge of the components of language and understanding of language as an integrative and communicative system
1.0 Criterion 6 	Minimally compares language, cognitive, and reading acquisition of different age groups and abilities (primary, intermediate, secondary levels)	Adequately compares language, cognitive, and reading acquisition of different age groups and abilities (primary, intermediate, secondary levels)	Effectively compares language, cognitive, and reading acquisition of different age groups and abilities (primary, intermediate, secondary levels)
1.0 Criterion 7 	Minimally implements appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities. RC 4.18	Sufficiently implements appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities. RC 4.18	Expertly implements appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities. RC 4.18
1.0 Criterion 8 	Vaguely modifies assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction. RC 4.19	Sufficiently modifies assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction. RC 4.19	Expertly modifies assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction. RC 4.19

## Outcomes Linked to Criteria

### Criterion: Criterion 1

#### Reading Endorsement Competencies 2012

Section	Description
4.4	Identify factors impeding student reading development in each of the reading components or the integration of these components.

### Criterion: Criterion 2

#### Reading Endorsement Competencies 2012

Section	Description
4.12	Implement a classroom level plan for monitoring student reading progress and differentiating instruction.

### Criterion: Criterion 3

#### Elementary Education K-6 2012

Section	Description
LA 4.9	Identify methods for the diagnosis, prevention, and intervention of common emergent literacy difficulties.

#### Reading Endorsement Competencies 2012

Section	Description
4.13	Monitor student progress and use data to differentiate instruction for all students.

### Criterion: Criterion 4

#### Reading Endorsement Competencies 2012

Section	Description
4.5	Recognize how characteristics of both language and cognitive development impact reading proficiency.

Section	Description
4.6	Recognize the characteristics of proficient readers to more effectively differentiate instruction.

### Criterion: Criterion 5

#### ESOL Standards (2012)

Section	Description
2.1.a	Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.

### Criterion: Criterion 6

#### Reading Endorsement Competencies 2012

Section	Description
4.7	Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.

### Criterion: Criterion 7

#### Reading Endorsement Competencies 2012

Section	Description
4.18	Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.

### Criterion: Criterion 8

#### Reading Endorsement Competencies 2012

Section	Description
4.19	Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.