Assessment of Literacy Development  
RE/SE 324/325  
Credits 3 + 1

Fall 2011  
Lecture: Wednesday: 4:30 – 7:00 SPH 116A  
Field Experience: Tuesday: 2:45 – 4:00  
Grantham Elementary, Clarkston

Instructor: Dr. Linda Coursey  
Office Hours: Mon: 2:00 – 3:00  
Tues: 1:30 – 3:30  
Wed: 3:00 – 4:00  
Thurs: 9:30 – 11:00  
Or by appointment  
Telephone: 792 – 2078  
E-mail: lkcoursey@lcsc.edu

Prerequisite: RE/SE 320 & RE/SE 319

ALL EMAIL CORRESPONDANCE MUST BE THROUGH STUDENT’S OFFICIAL LCSC EMAIL ACCOUNT

Course Description

This course will introduce the concepts and issues related to the assessment and evaluation of the literacy process and will emphasize the development of students’ abilities to assess reading and writing skills of diverse K – 12 learners. Emphasis is placed on (1) the goals of the state district curricular; (2) the role of assessment in determining the students’ strengths and weaknesses so that sound instructional decisions can be made to help students develop strategies that increase their effectiveness as readers and writers, and (3) the development of assessment strategies that meet the needs of students from diverse and multicultural populations.

A major premise of the course is that effective literacy assessment is an integral part of literacy instruction. In student-centered classrooms, assessment data are the foundation of instructional planning for groups of students and for individual students. In “student centered” classrooms, the teacher makes instructional decisions based on what he/she knows about each student’s strengths, interests, and needs. A teacher who plans the curriculum to take advantage of students’ strengths and interests and to meet students’ needs must be knowledgeable in various types of formal and informal assessment techniques, appropriate methods of collecting data, and ways to interpret data in order to make sound decisions which will address the diverse needs of his/her students.
Key Program Patterns Addressed

1. **An Educational Evaluator:** The teacher understands and uses appropriate formal and informal assessment strategies to evaluate and ensure the continuous intellectual development of the student.

2. **An Educational Facilitator:** The most fundamental goal of education is the optimal instruction for all children and the process of evaluation must serve this goal.

3. **A Reflective Professional:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices on him/herself and others (students, parents, and other professionals in the learning community).

Course Objectives

1. Understand the developmental process of literacy learning
2. Understand that literacy learning is dependent upon the models provided the learner and the sensory, physical, cognitive, and cultural resources that the learner brings to the task
3. Understand the importance of diagnostic teaching (the importance of assessment to instruction)
4. Understand evaluation as an ongoing process
5. Understand and value multiple evaluation procedures to gain a complete profile of each reader’s differing needs.
6. Experience how to collect, record, interpret, and analyze multiple sources of data
7. Use observational and informal assessment procedures to plan and monitor student learning in reading/writing
8. Demonstrate an ability to individually instruct a child, encourage, and motivate that child to engage in literate activity, and be able to report on the child’s literate activity to parents and other professionals.
   a. Based on a child’s needs and his/her ongoing progress, each student will reflectively plan appropriate lessons, using classroom-based literacy activities and appropriate materials to enhance and assess the child’s literate activity.
   b. Each student will understand and be able to use a variety of literacy activities to assess children’s literacy understandings and to construct ongoing hypotheses about children’s literate activity.
   c. Each student will record and modify their ongoing hypotheses about a child’s literacy development using assessment information gathered during literacy instruction to support their decisions.
   d. Each student will be able to evaluate literacy activities in terms of the assessment information the activities can provide to aid in forming hypotheses about children’s literacy development.
   e. Each student will be able to conduct an oral reading evaluation.
   f. Each student will write a tutoring report including a description of a child’s literate activity, a summary of activities provided during the instruction, and recommendations for future instruction.
Required Texts

ISBN - 13 # 978-0-495-81386-6 OR
ISBN -10: # 0-495-81386-9


Course Requirements

Participation

You are expected to attend class regularly and be on time. Please complete assignments and required reading for the date they are due. Through class discussion and activities you will be expected to display your understanding of the material read. Please be prepared to share your ideas about each of the topics we discuss.

Criteria for Evaluation

1. Attendance at each class session
2. Quality of class participation (more is not always better)
3. Thoughtfulness of reflection

Assignments

Assignments should be word-processed, without errors in mechanics, grammar, spelling, punctuation, etc. Each assignment should include a cover sheet with the student’s name, the course number, the assignment title, and the date. All work submitted must be your own work. When citing or quoting another author, include appropriate citation information, APA format (see Publication Manual of the American Psychological Association).
Grading

The grade for RE/SE 324 and RE/SE 325 will be the same. **All assessment projects and the tutoring report must be turned in on the designated due date. Late papers will have the point total reduced by 20%. Significantly late papers (two weeks or more past due date) will have the point total reduced by 40%.** Exceptions to this point reduction may be made under extraordinary circumstances if arrangements are made with the instructor in advance of the due date.

1. Attendance and Participation 80 points
   (5 pts for each class session)
2. Working Portfolio 60 points
   a. Lesson plans/implementation (60 points: 12 lessons @ 5 points each)
3. Assessment Projects 55 points
   a. Attitude/Interest Assessment 10 pts.
   b. Reading Assessment 15 pts.
   c. Writing Assessment 15 pts.
   d. Emergent literacy assessment 15 pts.
4. Tutoring Report ** 90 points
   This tutoring report will include:
   a. Attitude/Interest Assessment
   b. Reading Assessment to include a minimum of 3 **anecdotal records** of the student’s activity during literacy events, a **miscue analysis**, at least 2 **running records**, and an **analysis of the student’s reading developmental stage**. These are **minimum** requirements. The more documentation you have to support your conclusions, the better your “case.” If the child you are tutoring is not reading conventionally, we will discuss the appropriate inclusions for this assessment.
   c. Writing Assessment Two **student-writing samples along with your assessment**, copies are permitted. (Please provide transcriptions of student’s writing if needed). These are **minimum** requirements. The more documentation you have to support your conclusions, the better your “case.”
   d. Any other information that you feel that would support your assessment evaluation such as lesson plans, descriptions of literate activities, student responses to activities, etc.
   e. Final evaluation report (What are your conclusions and recommendations?)

(A rubric for each of these assessments is appended to this syllabus)

5. Parent/Tutor conference 15 points
Total points possible: 300

** The Assessment projects already completed and graded will form the basis for this tutoring report.
A complete description of the assignments and activities follows:

Grading Scale:

270 – 300 = A
240 – 269 = B
210 – 239 = C
180 – 209 = D
Less than 180 = F

Students working toward certification in Elementary Education must have a grade of B or better in this course to proceed to Internship I.

ASSIGNMENTS AND ACTIVITIES:

A. Working Portfolio (60 points)

Lesson plans, Implementation, Reflection (60 points)
Each student will be responsible for working individually with a child who needs assistance or support with reading/writing. It is your responsibility to be on time to tutoring sessions. THREE OR MORE TARDY ARRIVALS OR ONE UNEXCUSED ABSENCE ON A TUTORING DAY WILL AUTOMATICALLY LOWER YOUR SEMESTER GRADE BY ONE LETTER GRADE. **Each student will prepare a word-processed lesson plan, prior to teaching, for every tutoring session including the first tutoring session. Each plan should be completed prior to arriving for the tutoring session and should be available during the sessions. This lesson plan will be submitted before each tutoring session. An in-depth reflection about the session (lesson) will be expected and should be included with the next lesson plan. This reflection should include your observations on what occurred during the lesson, your interpretation of what went on, current hypotheses about the child’s literacy development/understandings based on the observations, and curricular decisions that you have made. The reflection should not be merely a “travelogue” of the lesson, but should focus on what you learned about your child during the tutoring session. When the lesson plans and the reflections are returned to you, they should be kept on file in chronological order in your working portfolio. (You will need these when you begin preparing your tutoring report). The lesson plan format will be discussed in class.

** An absence is excused if 1) you are ill, in an accident, or have a family emergency and 2) you call the instructor ahead of time, 792-2078 (or leave a message before class begins in the Ed. Division office 792-2260 and 3) you bring appropriate documentation (e.g. doctor’s slip, accident report, etc.)

B. Assessment Projects (55 points)
Each student will select appropriate activities for engaging their assigned child in literate activity, and, at the same time, prepare to gather assessment information about the child’s literate ability, carry out the activities, and keep an ongoing record of the information gathered (checklists, anecdotal records,
reflections, etc.). Each student will also compile and submit a report of the pertinent activities in three evaluation projects: Affect (interests, attitudes, etc.), Reading (print knowledge/skill), Meaning construction (concept knowledge, etc.), and Writing (content, mechanics, functions, stance, etc.). The reports should be word-processed and include a cover sheet. Each assessment project report should include 1) a brief description of the selected activities, 2) why the activities were selected, 3) what was learned about the child’s literacy understandings through use of the activities in the tutoring sessions, and 4) the materials used to record information about the student (i.e., checklists, student work, questions, student’s self evaluation of learning, etc.). The Interest/Attitude Assessment, Reading Assessment, and Writing Assessment will be edited and returned to become part of the final report. Be sure to use these assessments as a FIRST DRAFT for the final report. The Emergent Literacy Assessment will be awarded points based on the quality of the report since this report is not part of the Tutoring Report. The specific contents and explanations for the four Assessment projects are:

1. **Interest/Attitude Assessment:** (10 points)
   This project should present the information you have about the affective aspects of your student’s literacy development. Include the questions or other prompts you used in assessing interests and attitudes, along with the student responses. (These should be assessment activities designed specifically for your child. Results from surveys or scales prepared by others, alone, are not adequate for this assignment).

2. **Reading Assessment:** (15 points)
   This project should present the information you have about your child’s reading development, including print knowledge/skill, and meaning construction. It should also include information about the child’s self-assessment of his/her reading. Each child’s development will be different, but if your student reads conventionally, the project might include findings from an informal reading inventory, a summary of oral reading evaluation/reading miscue assessments (with the marked copies of the texts used by the teacher to record the oral reading), running records, reading interviews, retelling checklists, (include the guided retelling questions), analysis of your child’s think-alouds during silent reading, Cloze procedures (include the marked copy of the text as well as a copy of the text as it was originally written), or other activities used to assess reading development. If your student is not yet reading conventionally, your project might include a summary of Concepts About Print assessment (include the questions or other prompts, the texts used in the assessment, a checklist or other system you devised for recording the child’s understanding of basic concepts of print), understandings/use of environmental print, listening comprehension activities, listening cloze procedures, phonemic awareness assessment, or other activities used to assess reading development.

3. **Writing Assessment** (15 points)
   This project should present the information you have about your child’s writing development. You should include evaluation of the content of the writing and the form (spelling, handwriting, sentence construction, etc.) the student was engaged in. Include copies of the student’s writing. This project should also include analysis of information from a writing interview and information about the child’s self-assessment of his/her writing.

4. **Emergent Literacy Assessment** (15 points)
You will be expected to administer tests and evaluate (for one preschool, kindergarten, or 1st grade student – ages 5 to 7) his/her phonemic awareness and concepts about print, letter recognition, and story retelling. Include copies of all assessments, your evaluation of those assessments, and suggestions for future literacy experiences.

C. Tutoring Report (90 points)
Each student will be required to submit a tutoring report on his or her assigned child. This report must be word-processed. The report will be given to the child’s parent(s) and should include identifying information (child’s name, birth date and age, grade in school, teacher, school attended, date of the report, and your name), assessment information on the child’s literate activity (this information will come from the interest, reading, and writing assessments already completed), and the activities and program provided during the tutoring sessions (Remember those lesson plans you had to turn in?) The report will also contain recommendations for future instruction. There will need to be two (2) copies of this report. You will be expected to present one copy to the parents at the parent/teacher conference, and one will be turned in for the instructor to grade. We will discuss the format in class.

Professional Conduct: As a student in this course, you are encouraged to consider and to exercise the ideas of others who have published works as well as the ideas of LCSC Faculty and other students. However, it is imperative that your use of any such creative/scholarly property in any communication that you produce for this class be clearly accompanied by proper citation of its source. Violations of the principles of integrity and honesty in course work can result in forfeiture of course credit and/or further disciplinary action taken by the college.

Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook (available at http://www.lcsc.edu/studentservices/contactus.htm) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur.
In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

**Illegal File Sharing**

Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services’ web page (http://www.lcsc.edu/studentservices/).

**Diversity Vision Statement**

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

http://www.lcsc.edu/culturaldiversity/
TENTATIVE SCHEDULE:  All dates are for the lecture class.  The tutoring sessions will occur on the preceding Tuesday.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Source Material</th>
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| 08/24 | Overview of course requirements
Approaches to assessment: authentic assessment and instruction
Interest and attitude assessments
“Garfield survey”
Lesson Plan and format
RtI | Class Activity
Cooper/Kiger
Pgs 3 - 17, 24 – 29, |
| 08/31 | Assessing comprehension
Informal Reading Inventory
Story Retelling | Class Activity
Cooper/Kiger
Pgs 63-74, 97-110, 117-125 |
| 09/07 | First Tutoring Session
Running Records | Class Activity
Cooper/Kiger
Pgs 55 - 63 |
| 09/14 | First Tutoring Session
Miscue Analysis
What makes literacy easy or hard? | Class Activity
Cooper /Kiger
Pgs 91-97, 110-117,125-129 |
| 09/21 | Second Tutoring Session
Writing Case Studies
“Questions” | Class Activity
INTEREST/ATTITUDE ASSESSMENT
Materials provided in class |
| 09/28 | Third Tutoring Session
Observational records & checklists
VAKT
Think alouds
CLOZE | Class Activity
Cooper/Kiger
Pgs 19 – 24, 29-35, 36 – 44, |
| 10/05 | Fourth Tutoring Session
Assessment of Emergent Literacy
Phonemic Awareness and Concepts About Print
Organization for Reading Assessment | Class Activity
Materials provided in class |
| 10/12 | Fifth Tutoring Session
Assessing Writing Processes
Reading and Writing Stages | Class Activity
Cooper/Kiger
Pgs 75 - 82 |
| 10/19 | Sixth Tutoring Session
Assessment of word recognition and knowledge of spelling stages | Class Activity
READING ASSESSMENT DUE
Cooper/Kiger
Pgs. 82 - 86 |
| 10/26 | Seventh Tutoring Session
Journals, literacy collections, observations, interviews, portfolios, self-assessments, etc.
Organization for Writing Assessment | Class Activity
Cooper/Kiger
Pgs. 22, 86 – 89, 44 – 47, 50-55 |
| 11/02 | Eight Tutoring Session
Formal and Standardized Assessment
Idaho Reading Indicator (Aimsweb)
DIEBLS | Class Activity
WRITING ASSESSMENT DUE
Cooper/Kiger
Pgs. 131 - 155 |
<table>
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<tr>
<th>Date</th>
<th>Session Title</th>
<th>Class Activity</th>
<th>Text Reference</th>
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<tbody>
<tr>
<td>11/09</td>
<td>Ninth Tutoring Session</td>
<td>Tutoring report organization</td>
<td>Cooper/Kiger</td>
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<td>Multicultural concern: Addressing needs in a multicultural society (cultural and language diversity)</td>
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<td>Pgs 21,22,27,</td>
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<td>11/16</td>
<td>Tenth Tutoring Session</td>
<td>EMERGENT LITERACY ASSESSMENT DUE</td>
<td>Cooper/Kiger</td>
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<td>Collaborating with families, peers and other professionals</td>
<td>Class Activity Discuss Tutoring Reports.</td>
<td>Pgs. 197 - 216</td>
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<td>11/21</td>
<td><strong>Thanksgiving Break - No tutoring or class</strong></td>
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<td>11/30</td>
<td>Eleventh Tutoring Session</td>
<td>TUTORING REPORT DUE</td>
<td>Materials</td>
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<td>Teaching poetry</td>
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<td>12/07</td>
<td>Twelfth Tutoring Session</td>
<td>Prepare for parent conference</td>
<td>No Reading</td>
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<td>Assignment</td>
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<td>12/14</td>
<td>PARENT/TUTOR CONFERENCE (at regular tutoring time,) THIS WILL BE A PRESENTATION OF THE TUTORING REPORT TO PARENTS)</td>
<td>Students unable to meet with parents will report to class during class time.</td>
<td>No Reading</td>
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<td>Assignment</td>
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### Rubric for Interest/Attitude Assessment

Point total possible: 10

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
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<th>2</th>
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<tbody>
<tr>
<td><strong>Indicator not met</strong></td>
<td>Tutor does not adapt assessments to meet the individual needs of his/her student or these assessments are inappropriate. Tutor does not continually monitor changes in attitude and/or interest.</td>
<td>Tutor makes adaptations to assessments that are appropriate to meet the individual needs of his/her student. Tutor indicates evidence of on-going assessment and monitors changes in attitude and/or interest.</td>
<td>Tutor makes adaptations to assessments that are appropriate to meet the individual needs of his/her student. Tutor includes multiple examples of on-going assessment and monitors changes in attitude and/or interest.</td>
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**Utilizes formal and informal assessments as appropriate to the individual needs of the student being tutored.**

- Tutor does not adapt assessments to meet the individual needs of his/her student or these assessments are inappropriate. Tutor does not continually monitor changes in attitude and/or interest.
- Tutor makes adaptations to assessments that are appropriate to meet the individual needs of his/her student. Tutor indicates evidence of on-going assessment and monitors changes in attitude and/or interest.
- Tutor makes adaptations to assessments that are appropriate to meet the individual needs of his/her student. Tutor includes multiple examples of on-going assessment and monitors changes in attitude and/or interest.

**Adjusts and refines instruction based on formal and informal assessments. Provides examples of plans for instruction based on assessment results.**

- Content and methods of instruction lack congruence with assessment. No examples of learning activities that are congruent with assessment evaluations.
- Some of the content and methods are congruent with assessment findings. Few examples of learning activities that coincide with assessment evaluations.
- Most of the learning goals are congruent with assessment findings. Multiple examples of learning activities that coincide with assessment evaluations.

**Clarity of Expression**

- Presentation is not clear and accurate (does not accurately reflect the data). Many errors in grammar and mechanics.
- Presentation is understandable and contains few errors. Few errors in grammar and mechanics.
- Presentation is easy to understand and contains no errors of representation. No errors in grammar and mechanics.

**Documentation: Multiple modes and approaches, illustrates an understanding of appropriate assessment.**

- The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.
- The assessment plan includes multiple modes, but all are either paper/pencil based or do not provide opportunities to triangulate information.
- The assessment plan includes multiple assessment modes (paper/pencil, interview, observation, etc.) and assesses student throughout the instructional sequence.

**Conclusion: Accuracy of analysis of data**

- Analysis is technically inaccurate and conclusions are missing or unsupported by data.
- Analysis is technically accurate but conclusions are missing or not fully supported by data.
- Analysis is technically accurate and conclusions are appropriate for the data.
# Rubric for Reading Assessment

Point total possible: 15

<table>
<thead>
<tr>
<th>Utilizes formal and informal assessments as appropriate to the individual needs of the student being tutored.</th>
<th>0</th>
<th>2</th>
<th>3</th>
<th>Score</th>
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<tbody>
<tr>
<td>Tutor does not adapt assessments to meet the individual needs of his/her student or these assessments are inappropriate. Tutor does not continually monitor changes in reading skill.</td>
<td>Indicator not met</td>
<td>Indicator partially met</td>
<td>Indicator met</td>
<td>Score</td>
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<tr>
<td>Tutor makes adaptations to assessments that are appropriate to meet the individual needs of his/her student. Tutor indicates evidence of on-going assessment and monitors changes in reading skills.</td>
<td>Tutor makes adaptations to assessments that are appropriate to meet the individual needs of his/her student. Tutor includes multiple examples of on-going assessment and monitors changes in reading skills.</td>
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<tr>
<th>Adjusts and refines instruction based on formal and informal assessments. Provides examples of instruction.</th>
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<tr>
<td>Content and methods of instruction lack congruence with assessment. No examples of learning activities that are congruent with assessment evaluations.</td>
<td>Content and methods of instruction lack congruence with assessment. No examples of learning activities that are congruent with assessment evaluations.</td>
<td>Most of the learning goals are congruent with assessment findings. Multiple examples of learning activities that coincide with assessment evaluations.</td>
<td>Tutor includes multiple examples of on-going assessment and monitors changes in reading skills.</td>
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<tr>
<th>Clarity of Expression</th>
<th>0</th>
<th>2</th>
<th>3</th>
<th>Score</th>
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<tbody>
<tr>
<td>Presentation is not clear and accurate (does not accurately reflect the data). Many errors in grammar and mechanics.</td>
<td>Presentation is understandable and contains few errors. Few errors in grammar and mechanics.</td>
<td>Presentation is easy to understand and contains no errors of representation. No errors in grammar and mechanics.</td>
<td>Tutor includes multiple examples of on-going assessment and monitors changes in reading skills.</td>
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<tr>
<th>Documentation: Multiple modes and approaches, illustrates an understanding of appropriate assessment.</th>
<th>0</th>
<th>2</th>
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<th>Score</th>
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<tbody>
<tr>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes, but all are either paper/pencil based or do not provide opportunities to triangulate information.</td>
<td>The assessment plan includes multiple assessment modes (paper/pencil, interview, observation, running records, miscue analysis, etc.) and assesses student throughout the instructional sequence.</td>
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<tr>
<th>Conclusion: Accuracy of analysis of data</th>
<th>0</th>
<th>2</th>
<th>3</th>
<th>Score</th>
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<tbody>
<tr>
<td>Analysis is technically inaccurate/conclusions are missing or unsupported by data.</td>
<td>Analysis is technically accurate but conclusions are missing or not fully supported by data.</td>
<td>Analysis is technically accurate and conclusions are appropriate for the data.</td>
<td>Tutor includes multiple examples of on-going assessment and monitors changes in reading skills.</td>
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# Rubric for Writing Assessment

**Point total possible:** 15

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<th>Score</th>
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<tr>
<td><strong>Utilizes formal and informal assessments as appropriate to the individual needs of the student being tutored.</strong></td>
<td>Tutor does not adapt assessments to meet the individual needs of his/her student or these assessments are inappropriate. Tutor does not continually monitor changes in writing skills.</td>
<td>Tutor makes adaptations to assessments that are appropriate to meet the individual needs of his/her student. Tutor indicates evidence of on-going assessment and monitors changes in writing skills.</td>
<td>Tutor makes adaptations to assessments that are appropriate to meet the individual needs of his/her student. Tutor includes <strong>multiple</strong> examples of on-going assessment and monitors changes in writing skills.</td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td><strong>Adjusts and refines instruction based on formal and informal assessments. Provides examples of instruction.</strong></td>
<td>Content and methods of instruction lack congruence with assessment. No examples of learning activities that are congruent with assessment evaluations.</td>
<td>Some of the content and methods are congruent with assessment findings. Few examples of learning activities that coincide with assessment evaluations.</td>
<td><strong>Most</strong> of the learning goals are congruent with assessment findings. <strong>Multiple</strong> examples of learning activities that coincide with assessment evaluations.</td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td><strong>Clarity of Expression</strong></td>
<td>Presentation is not clear and accurate (does not accurately reflect the data). Many errors in grammar and mechanics.</td>
<td>Presentation is understandable and contains few errors. Few errors in grammar and mechanics.</td>
<td>Presentation is easy to understand and contains no errors of representation. No errors in grammar and mechanics.</td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td><strong>Documentation:</strong> Multiple modes and approaches, illustrates an understanding of appropriate assessment.</td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes, but all are either paper/pencil (i.e. worksheets) based or do not provide opportunities to triangulate information.</td>
<td>The assessment plan includes <strong>multiple</strong> assessment modes (story writing, journals, poetry, storytelling, etc.) and assesses student throughout the instructional sequence.</td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td><strong>Conclusion:</strong> Accuracy of analysis of data</td>
<td>Analysis is technically inaccurate and conclusions are missing or unsupported by data.</td>
<td>Analysis is technically accurate but conclusions are missing or not fully supported by data.</td>
<td>Analysis is technically accurate and conclusions are appropriate for the data.</td>
<td><strong>Score</strong></td>
</tr>
</tbody>
</table>
**Rubric for Emergent Literacy Assessment**

The student **will administer**, to a preschool (5 yr old), kindergarten, or first grade student, the Yopp-Singer Phonemic Awareness test, the Concepts About Print (Marie Clay), Letter recognition test, and story-retelling event. Other documentation **may** include such interest/attitude surveys as the Garfield Survey or transcription of interview. The student will evaluate the preschool student based on these tests.

Point total possible: 15

<table>
<thead>
<tr>
<th>Evidence (results) of assessments for student being tested. Accuracy of analysis of data</th>
<th>0</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator not met</td>
<td>Student did not administer all test instruments to an appropriate subject. Analysis is technically inaccurate and conclusions are missing or unsupported by data.</td>
<td>Student indicates evidence of assessment and analysis. Analysis is technically accurate but conclusions are missing or not fully supported by data.</td>
<td>Student indicates evidence of assessment and analysis. Analysis is technically accurate and conclusions are appropriate for the data.</td>
</tr>
<tr>
<td>Indicator partially met</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarity of Expression</th>
<th>0</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator not met</td>
<td>Presentation is not clear and accurate (does not accurately reflect the data). Many errors in grammar and mechanics.</td>
<td>Presentation is understandable and contains few errors. Few errors in grammar and mechanics.</td>
<td>Presentation is easy to understand and contains no errors of representation. No errors in grammar and mechanics.</td>
</tr>
<tr>
<td>Indicator partially met</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Documentation: Multiple modes and approaches</th>
<th>0</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator not met</td>
<td>The assessment plan includes only one assessment mode and/or does not include documentation of all required assessments.</td>
<td>The assessment plan includes multiple modes, but some support documentation of assessments not included and/or documentation does not support conclusions.</td>
<td>The assessment plan includes <strong>multiple</strong> assessment modes (interview, observation, as well as prescribed assessments). Documentation of all assessments included.</td>
</tr>
<tr>
<td>Indicator partially met</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
</table>
# Rubric for Tutoring Report

Point total possible: 90

<table>
<thead>
<tr>
<th>Score</th>
<th>0 - Indicator not met</th>
<th>12 - Indicator partially met</th>
<th>18 - Indicator met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes formal and informal assessments as appropriate to the individual needs of the student being tutored.</td>
<td>Tutor does not adapt assessments to meet the individual needs of his/her student or these assessments are inappropriate. Tutor does not continually monitor changes.</td>
<td>Tutor makes adaptations to assessments that are appropriate to meet the individual needs of his/her student. Tutor indicates evidence of on-going assessment and monitors changes.</td>
<td>Tutor makes adaptations to assessments that are appropriate to meet the individual needs of his/her student. Tutor includes multiple examples of on-going assessment and monitors changes.</td>
</tr>
<tr>
<td>Adjusts and refines instruction based on formal and informal assessments. Provides examples of instruction.</td>
<td>Content and methods of instruction lack congruence with assessment. No examples of learning activities that are congruent with assessment evaluations.</td>
<td>Some of the content and methods are congruent with assessment findings. Few examples of learning activities that coincide with assessment evaluations.</td>
<td>Most of the learning goals are congruent with assessment findings. Multiple examples of learning activities that coincide with assessment evaluations.</td>
</tr>
<tr>
<td>Clarity of Expression</td>
<td>Presentation is not clear and accurate (does not accurately reflect the data). Many errors in grammar and mechanics.</td>
<td>Presentation is understandable and contains few errors. Few errors in grammar and mechanics.</td>
<td>Presentation is easy to understand and contains no errors of representation. No errors in grammar and mechanics.</td>
</tr>
<tr>
<td>Documentation: Multiple modes and approaches, illustrates an understanding of appropriate assessment.</td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes, but there are insufficient opportunities to triangulate information for all areas of the instructional sequence.</td>
<td>The assessment plan includes multiple assessment modes and multiple opportunities to triangulate information about student’s developmental levels as well as to assess student throughout the instructional sequence.</td>
</tr>
<tr>
<td>Conclusion: Accuracy of analysis of data. Recommendations included.</td>
<td>Analysis is technically inaccurate and conclusions are missing or unsupported by data. No recommendations.</td>
<td>Analysis is technically accurate but conclusions are missing or not fully supported by data. Recommendations not supported by data.</td>
<td>Analysis is technically accurate and conclusions are appropriate for the data. Recommendations are appropriate for the data.</td>
</tr>
</tbody>
</table>
Rubric for Parent/Teacher Conference (or report to class)

Point total possible: 15

<table>
<thead>
<tr>
<th>The tutor will present a professional appearance and demeanor during the conference. The tutor is expected to provide the parent (or class) with a comprehensive and clear description of the activities planned and executed during the tutoring sessions. Included should be an indication of why specific activities were chosen and how the implementation of those activities impacted the elementary student.</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
<th>Parent conference or class presentation not performed.</th>
</tr>
</thead>
</table>

Comments: