Module 16: Literacy Case Study

With your video camera, you will record yourself presenting the findings, conclusions, and recommendations using the Literacy Case Study Template (Appendix 16.01). Use your knowledge of grade-level expectations and the English-language arts academic content standards as benchmarks for your analysis of the assessment data you collect. This Module includes essential strategies for passing RICA. The steps are labeled with the Domain references you found in Module 10.

You will write your report using the following format:

**Introduction/Background**  Activity 16.01 (Appendix 16.01)

Background Information  Note information about the student's attendance, primary language, score reports on SAT 9, past teacher comments, years at the current school, or other data that would be pertinent to your case study. Describe the educational setting for this student. What are the short- and long-term goals for this child's literacy development?

**Tests**  Activity 16.02

List of Tests

Administered and Scores (List all of the assessments administered along with the scores for each)

**Analysis of Assessments**  Activity 16.03

Include the following sub-sections in your summary along with references to specific data obtained from the assessments administered and your analyses:

- Assessment #1: Oral Language Survey
- Assessment #2: Reading Interests and Attitudes
- Assessment #3: Graded Word Tests
- Assessment #4 Running Records or Miscue Analysis
- Assessment #5: Reading Comprehension (Retelling)
- Assessment #6: Writing Analysis

**Summary of Assessment Results and Development of Case Study Findings**  Activity 16.04

In this section you will videotape yourself summarizing your findings from all of the assessment areas. Ideally this presentation would be given to the student and the caregivers. If this is not possible, present your conclusions to a volunteer colleague. Be sure to make the tape available for viewing by your Faculty.

The summary should include:

- a description of strengths (what the child can do, potential)
- needs (what the child cannot do, areas for growth)
- your comprehensive plan for including all stakeholders

Participants evaluate a student's literacy development using a case study approach and utilize the results to develop an appropriate and relevant plan of instruction. The case study includes a selection of tests that yield diagnostic information on attitude and interests, decoding, phonics, fluency, comprehension, writing abilities, spelling and oral language.
Teaching Performance Expectations
Focus: Interpretation and Use of Assessments (3)
Sub-Focus:

Curriculum and Resource Updates for Module 16

Activity 16.03

Other resource update (posted 02/06/11)
Please note the URL for Put Reading First has changed to http://www.nichd.nih.gov/publications/pubs/upload/PRFbooklet.pdf
TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction.

TPE 3 BENCHMARKS

- Candidates know about and can appropriately implement the state-adopted student assessment program.
- Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.
- Candidates use multiple measures, including information from families, to assess student knowledge, skills, and behaviors.
- Candidates know when and how to use specialized assessments based on students' needs.
- Candidates know about and can appropriately use informal classroom assessments and analyze student work.
- Candidates teach students how to use self-assessment strategies.
- Candidates provide guidance and time for students to practice these strategies. Candidates understand how to familiarize students with the format of standardized tests.
- Candidates know how to appropriately administer standardized tests, including when to make accommodations for students with special needs.
- Candidates know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction.
- Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language.
- Candidates give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement.
- Candidates are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived.
- Candidates can clearly explain to families how to help students achieve the curriculum.

<table>
<thead>
<tr>
<th>Level 1: Minimal</th>
<th>Level 2: Beginning</th>
<th>Level 3: Proficient</th>
<th>Level 4: Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate provides little or no evidence of the benchmarks specified for TPE 3.</td>
<td>The teacher candidate provides some evidence of the benchmarks specified for TPE 3.</td>
<td>The teacher candidate provides substantial evidence of the benchmarks specified for TPE 3.</td>
<td>The teacher candidate provides clear, consistent, and convincing evidence of the benchmarks specified for TPE 3.</td>
</tr>
</tbody>
</table>
Activity 16.01

Introduction to the Literacy Case Study

This activity provides you with an overview of the case study and the guidelines for student selection.

Identify the components of the literacy case study and select an appropriate student for the case study.

Procedure

1. Literacy Case Study Introduction
   Before beginning, please review the components of the literacy case study and download the Literacy Case Study Template (Appendix 16.01). This is the form you will use when reporting the results of the literacy case study. Additionally, when planning for the implementation of your case study, be sure you allow sufficient time for the process.

2. Components of the Literacy Case Study
   This section provides you with the specific components. Use it as a guide as you work through the separate activities that follow.

   a. Identify a student from your school who is currently in grades 3 through 8, and is experiencing some reading difficulties. These difficulties should not be due to acquiring English as a second language. Additionally, we recommend that you do not select a child who is currently receiving extensive special education services, as the assessments are those used by a general education classroom teacher and not designed for those with significant learning disabilities.

   The child you identify for step 2 of CalTPA Task 2 (Student 2: A student who presents a different instructional challenge), may share similar characteristics with the child you select for the literacy case study. However, you cannot use the specific child you have selected for the literacy case study when completing CalTPA Task 2.

   b. Administer the assessments individually to your student. Observe the student carefully and STOP whenever the child appears tired. Your assessments will neither be reliable nor valid if you try to accomplish too much at one session.

   c. Maintain careful observational notes while testing. Make arrangements to observe the student in class.

   d. Use the following seven instruments/techniques to assess your student:

   - oral language survey
   - attitude/interest inventory
   - sight word list
   - running records including silent and oral reading abilities and rate
   - retelling for comprehension
   - writing analysis
   - anecdotal observations

   e. Design an instructional plan appropriate for the needs of the case study student (Activity 16.03).

   f. After administering the assessments and designing an instructional plan, you will write a
formal report (Activity 16.04).

3. Make arrangements to present your report to the child and primary caregivers.

Appendices for Activity 16.01
• Appendix 16.01 Literacy Case Study: Final Report

All appendices are available for download from the CalStateTEACH Course Website.
Assessing Literacy Skills

This activity contains six sections, containing the assessments you will give as part of your literacy case study. Additionally, you will keep a record of your anecdotal observations for the Case Study Report Form.

The concepts you will apply in this activity will help to prepare you for the requirements of both CalTPA Task 2 and RICA.

*Read through the complete activity before beginning to help you schedule your time with your student.*

Complete a series of assessments and summarize patterns of strengths and weakness in preparation for planning an individualized literacy instructional program.

**Resources**

**Current Text Edition**
- pages 189-190 (Assessment #3)

**Previous Text Edition**
- pages 156-157 (Assessment #3)

**CalStateTEACH Running Records Tutorial CD-ROM**

**Procedure**

1. **Assessment #1: Oral Language Survey (RICA Domain 3)**

   You will begin the assessment portion of the case study by evaluating the student's oral language.

   a. You'll recall from the previous activity that the student who will be the subject of the case study should be experiencing reading difficulties that are not due to learning English as a second language.

   b. As you interact with the student, listen carefully to the child's oral language.

   What observations can you make about vocabulary development and command of English syntax?

   - Does the child easily engage in conversation or struggle to express ideas?
   - Does the student verbalize well with other children and adults?
   - Does the student answer questions with one or two words or elaborate?
   - What usage patterns do you notice?

   You can learn a great deal about children's thinking and speaking abilities by simply listening.
Note your observations about oral language as you work with the student.

2. **Assessment #2: Reading Interests and Attitudes**

Establishing a non-threatening assessment environment is an important first step in making your case study a success. Students are usually very aware of their ability (or lack of ability) to read, so anything that you can do to help them feel at ease during the testing process is important. It sometimes helps if you explain that their participation will help you with one of your own school assignments.

As you begin, remember to record anecdotal observations as you administer this test and the following assessments. For example, you will want to describe how the student approached the task. This is done simply by making a subjective statement (Billy appeared to be tired), or by providing descriptions of what the student actually did (e.g., rubbed his eyes and yawned three times during the testing situation).

a. Administer the Attitude and Interest Inventory in Appendix 16.02a. Using an Attitude and Interest Inventory as an initial assessment measure is usually a good way to begin. It is a non-threatening tool and helps establish rapport. They provide information on students’ self-perceptions about reading as well as about attitudes towards reading as a free time activity.

b. You may find using an interest inventory to be a valuable tool for learning more about all of the students in your classroom. Once student interests are identified through the use of an interest inventory, teachers can then suggest books that relate to student interests, hobbies, favorite television programs, recreational activities and music preferences.

3. **Assessment #3: Graded Word Tests (RICA Domain 2)**

These tests yield an approximate grade level in oral reading. They do not, however, assess comprehension or fluency. Be aware as you administer this test that it provides only a measure of a student's ability to read words in isolation. When developing a composite understanding of this child's reading ability, be sure to compare the results of this assessment to the ability to read similar words in connected text. The results from the graded word list test can provide an approximate reading level, but it does not provide a measure of ability to read connected text nor of ability to comprehend. It gives a great deal of information about the student's decoding and word analysis skills.

a. Read Appendix 16.02e and review Tompkins' section on sight words. Using the graded word list in the article (The San Diego Quick Assessment) and the recording form in Appendix 16.02b or the graded word test that you have located at your school, administer the graded word test to your student. As with all of the case study assessment measures, administer the graded word test to the student individually. When recording the student's response, write what the student actually says next to the word on the test. This information will provide important data about decoding and word analysis skills. Remember that you are looking for patterns.

b. Graded word lists are excellent tools for roughly estimating a child's reading level. They generally take only a few minutes to administer and provide a great deal of information. If you have not yet determined the reading level of each student in your class, consider giving each child a graded word list test.

The graded word list has two uses: to determine an approximate reading level and detect errors in word analysis. The test information can be used to group students for corrective practice or to select appropriate reading materials for those students.

The list is most effective for use with students below the eighth grade.

Administration of graded word list:
• Type out each list of ten words on an index card. (Be sure the font size, particularly on the beginning lists, is appropriate for young readers.)
• Begin with a card that is at least two years below the student's grade level assignment (or reading ability, if you know it).
• Start with an easy list and ask the student to read the words aloud to you. If he/she misreads any on the list, drop to easier lists until he makes no errors. It is much better to begin with a list that is way too easy than to start a student on a list that's too hard and have to drop back.
• Write down all incorrect responses, or use diacritical marks on your copy of the test. For example, lonely might be read and recorded as lovely. Apparatus might be recorded as per’ a tus.
• Encourage the student to read words so that you can identify the techniques used for word identification.
• Have the student read from increasingly difficult lists until missing at least three words. If any words are misread, drop to an easier list until no errors are made.

The list in which a student misses no more than one of the ten words indicates the level independence. Two errors indicate instructional level. Three or more errors identify the level at which reading material will be too difficult.

An analysis of a student's errors is useful. As with other reading tasks, teacher observation of student behavior is essential. Such things as posture, facial expression and voice quality may signal restlessness, lack of assurance or frustration while reading.

4. Assessment #4: Running Records or Miscue Analysis (RICA Domains 2 and 3)


b. Select several different appropriate reading passages that reflect a range of reading difficulty within the student's instructional level. Selection should be based on the instructional level determined by the results of the graded word list assessment. Complete a running record. If the passage you select is longer than 100 words, copy and record responses on the passage itself. When using a picture book, make sure the story is not familiar.

When preparing for this testing session, use the results of a graded word list to determine an approximate starting level for the reading passage. If you aren't sure of the level, begin with a passage that is too easy rather than too difficult. Familiarize yourself with the passage, so that you can concentrate on recording student responses. Recording every miscue is important. The miscues provide the data for your analyses.

c. When analyzing the orally read word in relation to the written word, be sure to identify the cueing systems that the child is applying. Running records identify the instructional level, the fluency and the cueing systems employed. When listening, note any self-monitoring or self-correcting strategies employed. Fluency, emphasis and meaning also indicate confidence. Time how long it takes the student to read the passage. Count the number of words read and divide by the number of minutes to obtain the reading rate.

The running record is an important tool that you'll want to incorporate into regular classroom routines. When organizing curricular activities, include time for listening to individual students read. Checking off students' names on a class list as you listen to them read will help ensure that each child is reached on a regular basis. It often takes less than five minutes to listen to a child read a passage, so be alert for those minute opportunities in the day during which you could complete a running record.

5. Assessment #5: Reading Comprehension (Retelling) (RICA Domain 3)

a. Comprehension after Oral Reading of Narrative Text: Retelling, or orally summarizing the story, is an excellent way to obtain a measure of comprehension of the narrative text. Retelling may be aided or unaided. Begin an unaided retelling by setting the passage or book
aside and saying, *Tell me about what you just read*. Make notes as the student speaks. (While you are listening to the retelling, make notes on the student's oral language proficiency.)

b. Be sure to include a variety of open-ended questions that address the span of Bloom's Taxonomy when designing questions for the aided retelling. Compare the quality and depth of the responses in both the unaided and aided retelling. How do prompts affect the depth of the responses.

c. *Listening Comprehension for Narrative Text*: After finishing guiding the student through both unaided and aided retellings based upon the student's oral reading of a passage, complete another retelling (unaided and aided) assessment based upon a different passage or story that you read to the student.

Retelling that follows an oral reading by the teacher provides a measure of comprehension that is not dependent upon the student's word recognition or word processing skills. The teacher is able to ascertain the level of comprehension the child could attain if word recognition strategies were not an issue.

d. *Comprehension after Silent Reading of Narrative Text*: A student's level of comprehension following oral reading can be quite different from the level following silent reading. Often children sacrifice meaning when reading aloud in order to concentrate on pronunciation, intonation and sounding good.

Consequently, it is important to ask students to retell after reading silently as well as orally. Provide the case study student with yet another passage and ask the child to retell (unaided and aided) a selection following silent reading. Time how long it takes the student to read the passage. Count the number of words read and divide by the number of minutes to obtain the reading rate.

e. *Comprehension after Oral Reading of Expository Text*: To determine yet another measure of comprehension, assess the student's retelling abilities based on silent and oral reading, both unaided and aided in relation to expository text. Narrative assessment provides one measure, but a change in the content and structure of the passage can definitely affect the outcome. The ability to comprehend text drawn from content disciplines such as science and social studies is as important as the ability to comprehend narrative text. Expository and narrative text structures are different, so comparing test results will provide you with additional clues about the student's ability to comprehend. Compare the results of narrative and expository retellings.

As you think about comprehension, take into consideration the conceptual or background knowledge the student brings to the reading task. How might the student's oral language development influence the ability to discuss the text? What ways could comprehension be assessed without involving language ability? How might knowledge about the subject affect the ability to retell or comprehend the text?

6. **Assessment #6: Analyzing Writing: Narrative and Expository (RICA Domain 4)**

While many of the assessments used for the case study required work with an individual student, this activity may easily be used with the whole class. Please plan to complete this assessment over two sessions.

This is the final set of assessments that you will be administering to your student.

a. *Narrative Writing Prompt*: During the first session, provide your student with a narrative writing prompt. Use a variation of the following examples:

The snake came slithering out of its cage. Not one of the students in Mr. Schmidt's class even noticed. Soon after the snake slithered off the counter, the lunch bell rang. All of the students ran to get their lunches and then lined up at the door. When the bell rang again for
the students to come back from recess, they opened the door. Anne was the first one back to her seat. Suddenly, she screamed.

Or

Provide students with an unusual photograph and ask them to write a story based on the photo.

b. Expository Writing Prompt: During the second session ask your student(s) to write to a prompt that calls for expository writing. Use the expository prompt samples below as a guide.

A good friend of yours is going to move to your neighborhood very soon and would like to know all about it. Since you have lived here your whole life, you know a great deal about it. Your pal is interested in knowing about the location (e.g., in the mountains, by a lake, in the desert) and the weather. He/she is also very curious about the activities that are available to someone your age.

Write a letter that will tell about your town or neighborhood. You might also include places of interest and things to do. Be sure to include specific details and descriptions so your friend can really see the town. Think about what you would like to know about if you were moving to a new town.

Or

Describe how to complete a task such as walking home from school, tying your shoes, putting on a pair of gloves, putting on make-up, mowing the lawn, washing the car or turning a cartwheel.

The writing will probably be better if you provide students with the opportunity to pre-write: brainstorm, web or develop a scratch outline before beginning to write.

Use your district's rubric, one of the rubrics found in Appendix 16.02d or your own rubric to assess the writing samples. After you have reviewed and scored both types of papers, determine the similarities and differences between the two. Does it appear that the student writes better in one style than another or were both papers equally well written? What were the strengths and weaknesses of each? What did you learn about the student's knowledge of sentence and paragraph structure? Were the thoughts presented in an organized manner? Based on the writing sample, what grammatical or punctuation instruction would be appropriate for his/her grade level?

d. Next, use the writing samples to examine the student's handwriting and spelling. Make some observations about the child's skills using manuscript or cursive writing and then look for patterns in any spelling errors you found. Identify his/her stage of spelling development based on the writing samples.

e. Attach the scoring rubric(s) to the student work samples for the case study student.
Analyses of narrative and expository writing with rubrics
☐ Handwriting and spelling analyses
☐ Student work samples

Appendices for Activity 16.02
• Appendix 16.02a  Interest Inventory Examples
• Appendix 16.02b  Sample Recording Form for the San Diego Quick Assessment
• Appendix 16.02c  Running Record Form and Retelling Form
• Appendix 16.02d  Sample Scoring Rubrics
• Appendix 16.02e  The Graded Word List: Quick Gauge of Reading Ability

All appendices are available for download from the CalStateTEACH Course Website.
Activity 16.03

Developing an Individual Literacy Instructional Plan

This activity provides the opportunity to apply a number of techniques and strategies already learned by designing a literacy plan based on the assessment analyses completed in the last activity. It is important that the strategies enable the student to achieve the instructional goals identified from the assessment results.

Develop a reading list and comprehensive literacy plan for the case study student based on the results of the seven assessments.

Resources

Current Text Edition

  • Reference

  • Reference

  • review pages 70-102 and 277-283

Previous Text Edition

  • Reference

  • Reference

  • review pages 234-240 and 292-328

  • pages 12-19

Procedure

1. Developing a Context for Understanding Underachieving Readers (RICA Domain 1)

   After reviewing Tompkins, develop a literacy profile for your student and identify one or two objectives for each area listed below and include effective instructional strategies for addressing the objectives.

2. Motivating the Reluctant Reader (RICA Domains 3 and 4)

   Begin to design instruction that will ensure your student's success in reading and language arts. Focus on specific methods and techniques for developing motivation, word analysis, fluency, spelling, comprehension and writing.
Reluctant learners may be encouraged and motivated to read by providing them with materials that match their independent reading level, respond to their interests and stimulate their curiosity. Games, computers and environmental print offer rich resources for reading.

a. Based on the student's interests and reading level, develop an independent reading objective and then compile a reading list that would motivate and interest the student.

b. In developing a literacy plan, identify and implement strategies and activities that help motivate reading. They might include:

- peer/teacher recommendations
- buddy reading
- literature circles
- links to topics of interest
- incentives/rewards
- book talks
- collaborative book reports
- reader's theatre
- reading aloud to other students
- reading logs
- shared/guided reading
- family reading
- primary language materials
- multicultural stories
- reading with primary language buddies
- contests
- sponsors
- book clubs choices
- opportunities
- expectations
- accountability
- read-a-thons
- library books
- high interest, low readability books

3. Strengthening Phonic and Word Analysis Skills (RICA Domain 2)

a. Read Put reading first: Research blocks for teaching children to read: Kindergarten through grade 3 (National Institute for Literacy).

b. To determine the case study student's phonic and word analysis strengths and weaknesses, review the results from the running record or oral reading sample, graded word list test, spelling inventory and writing samples that you completed. The nature of the miscues that the student made will help you identify areas for strengthening phonic and word analysis skills. As you review the miscues, be watching for error patterns (e.g., beginning consonants, medial vowels, silent letters, digraphs, diphthongs). Identify the types of miscues the student makes. How do phonic and word analysis skills compare with students achieving at grade level? Develop a systematic and explicit plan for phonic or word analysis. Write one or two objectives that address strengthening these skills.

c. Strategies in word study related to phonics, vocabulary and spelling instruction can be found in Heilman. Areas for consideration include:

- prefixes/suffixes
- affixes
- syllabication rules
- making words
- phonic patterns
- rhyming
• manipulation of phonemes
• invented spelling
• rebus books
• word sorts
• onset-rime activities
• alliteration
• word families
• Elkonan boxes
• poetry
• music, songs

4. Developing and Strengthening Fluency (RICA Domain 3)

A good reader is a fluent reader; one who can read by processing words and sentences easily and meaningfully. Good oral readers sound as though they are speaking rather than reading text. Decoding words accurately and quickly helps students become fluent readers. However, accurate and quick reading of words and text is only part of the picture. To ensure fluent reading, students must read text accurately, automatically and meaningfully. If students get bogged down in puzzling out too many words, they will most certainly lose the meaning. Therefore, accurate decoding must go hand-in-hand with the construction of meaning. Word-by-word readers process the string of words in a sentence so slowly that, in most instances, they are unable to grasp the meaning.

Concentration is so focused on deciphering each word that the overall meaning is lost. This is why silent and oral reading rates assist in determining reading challenges. Fluent readers, however, have little trouble comprehending the meaning of a passage because they spend little time attending to single word identification and are able to read the words in a manner that approximates natural speech.

Good readers become fluent, in part, through practice. Review results of the running record or oral reading samples that you administered. Write an objective for strengthening the student's ability to read smoothly and meaningfully. Review Tompkins and the list below to identify strategies that will help increase fluency.

Fluency Strategies

• patterned, predictable books
• modeling
• sight word Bingo
• books on tape with follow-along word walls
• listening center
• poetry
• repeated reading
• echo reading
• buddy reading
• sight word games
• choral reading
• language experience stories
• interactive writing

b. In working with the strategies for building fluency, check the planned activities for your own classroom. Are they implemented on a regular basis?

5. Strengthening Comprehension (RICA Domain 3)

Many children who can word-call (pronounce the words on the page) with up to 99% accuracy cannot understand what they read. Ask yourself the following:

• How well did the student comprehend the passages read?
• How did aided and unaided retellings differ?
• When prompting the student, what levels of comprehension were most difficult? Was the student able to recall detail but not summarize the passage? Could the student infer meaning or make predictions based on information provided in the text?
• How did comprehension of narrative and expository text differ?
• How did oral and silent reading differ?
• Were oral and silent reading comprehension better or worse than listening comprehension?
• How do the comprehension skills compare to those of a child who meets grade-level expectations?

a. Identify the strengths and weaknesses of the student's skill in comprehending text and then develop one or two objectives for comprehension. Prepare an instructional plan which includes strategies and activities to strengthen the selected comprehension skills for your case study. Use ideas from the texts and the comprehension compendium to assist you.

Possibilities Compendium for Comprehension

• scaffolding
• story maps
• reciprocal teaching
• sequencing
• realia
• K-W-L Chart
• retelling
• questioning strategies (e.g., QAR)
• DR-TA
• story extensions
• double journal entries
• predicting
• visualizing
• summarizing
• graphic organizers
• vocabulary strategies (e.g., semantic features map)
• guided reading
• cloze

6. Strengthening Writing Skills

a. Based on the rubrics you selected for assessing the writing samples, identify areas of strength and weakness in your student's samples and compare them to grade-level expectations. Then write one or two objectives for developing those writing skills. Once you have written the objectives, select some activities that would help your student develop as a writer. As you develop these activities, consider the purposes fo writing that would provide the most relevance and motivation for your student. Develop strategies that focus on specific skills or relate to specific styles of writing. Refer to Tompkins and the list below as a resource.

Possibilities Compendium for Writing

• brainstorming
• collaboration
• language experience
• interactive writing
• writing process
• maps and webs
• writing models
• patterned writing
• dialogue journals
• purpose writing
• persuading
• describing
• informing
• instructing
• entertaining
• requesting
• comparing/contrasting
• expressing feelings

b. Examine the sentence and paragraph structure as well. Are there particular grammar or punctuation skills that need support? Write an objective, based on your assessment, related to grammar or punctuation.

c. How many of these are a part of the writing repertoire of your classroom? How many writing forms have you modeled and practiced with your students? How many of these help to support English learners?

7. Suggested for Parents or Caregivers

In spite of the fact that families and parents are often busy, how will they be involved in the plan? What assessment results would be beneficial to share with them? How will the resulting plan best be presented? Highlighting the student’s achievements and enlisting parent help to strengthen developing literacy habits would be the goal.

Plan your conference with the student and the parents or primary caregivers. The results of this conference will comprise a substantial portion of your Professional Reflection 16. Make arrangements to videotape your presentation to the family (see introduction to Module 16). If you are unable to videotape a conference with the student and primary caregivers, videotape a simulation of your presentation given to a colleague or friend.

See Appendix 16.04 for suggested material to include in your report.

Use your notes in preparation of your case study report and Professional Reflection 16. Additionally, you will be asked to present your case study to your Faculty in preparation for your meeting with parents. This may happen during a scheduled visit and in lieu of a classroom observation.
Writing Your Literacy Case Study

The assessments you have administered have helped develop an in-depth understanding of the case study student's reading/language arts achievement. By creating a case study, the patterns have been addressed in terms of remediation. The steps include:

- identifying student strengths and weaknesses
- addressing an identified set of objectives
- developing a set of interventions
- making instructional adaptations

Using the template, write the Literacy Case Study Report to demonstrate knowledge of reading/language arts assessment techniques and the development of an appropriate instructional plan based on assessment data. Present the findings to the student and the primary caregivers. Report about your experience with the caregivers when you write your reflection at the end of this Module and tell about how you see them following up on your recommendations.

Procedure

1. Present your findings, conclusions and recommendations using the Literacy Case Study Template (Appendix 16.01). Use your knowledge of grade-level expectations and the English-language arts academic content standards as benchmarks for your analysis of the assessment data you collected. Write your report using the following format:

   Final Report Date: Examiner:

   Student's Name and Age: School and Grade:

   I. Introduction and Background

      Background Information
      Begin the report by providing the reader with important background information about the student. Note information about the student's attendance, primary language, score reports on SAT 9, past teacher comments, years at the current school or other data that would be pertinent to your case study. Describe the educational setting for this student. What are the short- and long-term goals for this child's literacy development? Be sure to include a statement addressing the reason you selected this particular student for the case study.

   II. Tests

      List of tests administered and scores. (List all of the assessments administered along with the scores for each.)

   III. Analysis of Assessments

      Include the following sub-sections in your summary along with references to specific data obtained from the assessments administered and your analyses.

      - Assessment #1: Oral Language Survey
• Assessment #2: Reading Interests and Attitudes
• Assessment #3: Graded Word Tests
• Assessment #4: Running Records or Miscue Analysis
• Assessment #5: Reading Comprehension (Retelling)
• Assessment #6: Spelling
• Assessment #7: Anecdotal Observations

IV. Summary of Assessment Results

In this section you will summarize your findings from all of the assessment areas. The summary should include:

• a description of strengths (what the child can do, potential)
• needs (what the child cannot yet do, areas for growth).

Based upon your assessment summary, someone else should be able to develop an effective individualized program in literacy for this child. You will make specific recommendations for instruction based upon the assessment profile that you develop. Your summary should depict accomplishments, attitudes, interests and areas for growth.

V. Instructional Plan

In this section, you will identify specific goals, objectives, activities, strategies and materials based on assessment analyses that would help this student meet grade-level expectations in reading. Please refer to your reading/language arts texts and the Reading/Language Arts Framework for California Public Schools for specific instructional strategies that can be used in your literacy case study. This work will help prepare you to plan adaptations for the student you identify for CalTPA Task 2. As you write the section, also be sure to address the following:

Recommended Books for Independent Reading: Based on the results from the interest survey and other assessments, identify at least 10 book titles that this child could read independently. Please include the title, author, date of publication and publisher for each book.

Suggestions for Parents/Caregivers (to be presented to caregivers in a post conference):
Provide tips, activities, games and other suggestions that would be helpful to parents or primary caregivers.

Concluding Statement: Present a concluding statement addressing the potential for success when your recommendations are implemented.

VI. Appendices

Organize the instruments you used (with results), rubrics and samples of student work in the appendices. Reference the appendices in the text of the narrative. You may find that organizing your appendices before writing the narrative section of your report helps you to develop a more logical report.

2. Attach appendices to the final paper that include completed assessment instruments, analyses and samples of student work. Please reference the appendices in the text of your case study. Below you'll find the Scoring Rubric for the Literacy Case Study.

Literacy Case Study Scoring Rubric

Unsatisfactory

The case study is unacceptable because it is incomplete, unrelated to assessment of student learning or literacy development, cannot be used as a source of information to assess learning, does not present an instructional plan or is unorganized or illegible.
Limited

The case study reflects a limited understanding of assessment, diagnosis and remediation of reading problems; instructional plan may be based on limited or inconsistent information; partially or minimally fulfills assignment with generally ineffective application of literacy instruction; may contain inaccuracies.

Beginning

The case study reflects an adequate understanding of effective procedures for diagnosis and remediation of reading problems; the instructional plan is based on supporting examples, evidence and instructional rationale; generally effective application of relevant content and pedagogical knowledge.

Emerging

The case study completely fulfills the purpose of the assignment, demonstrates an accurate and effective application and understanding of literacy, diagnosis and remediation of reading problems and case study assessment; may include additional assessments, sample lesson plans and examples, evidence or rationales based on reading, literacy, assessment or pedagogical knowledge.

3. You'll find the work you've completed in these case study activities will help you when you take the RICA. Many RICA questions and activities ask you about reading/language arts assessment or provide you with data about a student's literacy achievement and then ask you to develop appropriate instruction. Moreover, the assessment, analyses, goal setting and instructional processes are ones you will continue to develop and strengthen as your pedagogical expertise grows. Review Appendix 16.04 for the components needed to pass the RICA case study section.

Submit

Final Literacy Case Study Report with appendices

Appendices for Activity 16.04
• Appendix 16.04  Components Required to Pass the RICA Case Study Section

All appendices are available for download from the CalStateTEACH Course Website.
Professional Reflection

Professional Reflection 16

Use Appendix 16.05 to represent yourself as a professional educator by analyzing and reflecting upon your work using the Teaching Performance Expectations (TPEs) as a framework. This is your opportunity to review your academic work as a collection of activities leading toward a common goal, professional growth within a Teaching Performance Expectation.

Procedure

1. Review the full text of TPE 3 at the beginning of this Module. Prepare for writing by reflecting on what you believe your key achievements for this Module have been. When thinking about your achievements, ask yourself how completing the activities increased your competence in some of the specific areas shown in the bulleted list of descriptors for TPE 3. Also, each Module has one or more minor TPEs to focus on, so review the text of TPEs 2 and 9 as well. Write about the TPE elements in which you experienced the most personal growth from completing Module 16.

2. Your first page describes specific examples of new learning that you have experienced. The second and third pages should reflect on how this impacts your teaching and your students’ achievements.

3. As you write, support your views by citing:

   - a description of your experience doing the case study
   - How the primary caregivers responded to your report and what commitment was made to support the child in reading development at home
   - CalStateTEACH academic work completed in this Module
   - sources from the CalStateTEACH texts.

☐ 2-3 page reflection linking academic work in Module 16 to professional growth in TPE 3: Interpretation and Use of Assessments, also considering TPE 2: Monitoring Student Learning During Instruction and TPE 9: Instructional Planning

Appendices for Activity 16.05

- Appendix 16.05 Professional Reflection 16: Literacy Case Study

All appendices are available for download from the CalStateTEACH Course Website.