

Xavier University

Exhibit

Education Syllabi Fall 2012

Education Syllabi 2012

2012

EDSP 504-01 Reading Assessment and Strategies for Language Processing and Problems

Caren Karlage
karlagec@xavier.edu

Follow this and additional works at: https://www.exhibit.xavier.edu/education_syllabi_fall_2012

Recommended Citation

Karlage, Caren, "EDSP 504-01 Reading Assessment and Strategies for Language Processing and Problems" (2012). *Education Syllabi Fall 2012*. 88.
https://www.exhibit.xavier.edu/education_syllabi_fall_2012/88

This Restricted-Access Syllabus is brought to you for free and open access by the Education Syllabi 2012 at Exhibit. It has been accepted for inclusion in Education Syllabi Fall 2012 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.

XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Secondary and Special Education
READING ASSESSMENT AND STRATEGIES FOR LANGUAGE PROCESSING
PROBLEMS
CRN 93136 EDSP 504 – 01 (3 credits)
Fall 2012

Day and Time: Tuesdays 4:15 pm – 6:45 pm
Dates: August 21 – December 11, 2012
Location: Amory 3
Instructor: Caren Karlage
Email – karlagec@xu.edu
Cell Phone: 859-912-2400
Special Education Office Phone #: (513) 745-3485

COURSE DESCRIPTION:

This course provides the students with the knowledge and skills for diagnostic assessment of developmental language processing problems related to literacy skills of reading, writing, listening and speaking for students with and without disabilities; reading remediation strategies including technology; speech and language acquisition and learning theories (first and second language); and supervision of reading/ language instruction across the curriculum K-12 in diverse cultural school settings. Review Ohio curriculum for foreign instruction and Ohio Model Competency-Based Language Arts. **Required field experiences in diverse settings - 10 field hours.** Pre-requisites: EDRE 471 Secondary Program students; EDRE 269, EDRE 471, EDRE 312 or EDRE 314 Special Education Programs students.

REQUIRED TEXT:

Hamaguchi, Patricia McAleer. Childhood Speech, Language & Listening Problems What Every Parent Should Know. New York: Wiley, 2001.
Ellery, Valerie. Creating Strategic Readers Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. New York: International Reading Association, 2005.
Shaywitz M.D., Sally. Overcoming Dyslexia. New York: Vintage Books, 2003.
Richard, Gail J. Source for Processing Disorders. East Moline: LinguiSystems, 2001.

***** IMPORTANT NOTE*****

Please be sure that you carefully and thoroughly read all the assigned chapters in your text books. The material in you text book may be covered in the PRAXIS tests you will take to qualify for you teaching license. If you do not fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources.

COMMUNICATION

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at work or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of Conaton Learning Commons to coordinate reasonable accommodations.

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 2 (p. 4). Reston, VA: Author. Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

Collaborate Innovate Educate

Course Objectives	TPS	CEC Standards	IDA Standards	Course Assessment Activities
1. Demonstrate knowledge of Multiple Intelligences	1.5	3,4,6,7,8	E-2	Field Experience: Multiple Intelligences
2. Observe, draw conclusions, and analyze MI for two students.	3.1, 3.2, 3.3	1,4,8		Field Experience: Multiple Intelligences
3. Match specific instructional activities to the MI for two students	3.3, 4.5	2,3,4,6,7,8		Field Experience: Multiple Intelligences
4. Demonstrate knowledge of brain structures and functions.	1.1,	2,3		Class Discussion, Quiz, Midterm
5. Demonstrate knowledge of language and the brain.	1.4	3,6	A	Class Discussion, Quiz, Midterm
6. Demonstrate knowledge of the reading processes and the brain.	2.1	4,7	A	Class Discussion, Midterm
7. Demonstrate knowledge of, diagnosis and interventions for Dyslexia.	1.5, 3.2, 4.5	1,2,3,4,6,7,8	C	Class Discussion, Activity
8. Administer DIBELS Next assessment to primary and intermediate students.	3.1	8	D	Field Experience: DIBELS Project
9. Analyze assessment results for DIBELS Next for primary and intermediate students.	1.5, 3.1, 3.3	3,4,6,7,8	D	Field Experience: DIBELS Project
10. Match appropriate interventions to primary and intermediate students based on the data results.	1.5, 3.3, 4.5	2,3,4,6,7,8	E-1	Field Experience: DIBELS Project
11. Demonstrate knowledge of phonemic awareness, phonics, & fluency.	2.1	4,7	E-1, A, E-3	Field Experience: DIBELS Project
12. Demonstrate knowledge of auditory, language and visual processing disorders.	1.5, 3.1	3,4,6,7,8	A	Class Discussion, Activities, Quiz, Exam
13. Demonstrate knowledge of assessments and strategies for auditory, language and visual processing disorders.	1.5, 3.1, 3.2, 3.3	1,3,4,6,7,8	D	Class Discussion, Graduate Project, Processing Chart
14. Analyze OAA state assessment results.	2.3, 3.1	1,8	D	Case Study/Action Plan
15. Demonstrate knowledge of strategies for developing vocabulary and comprehension.	2.1	4,7	E-5, E-3, E-2, B, E-4	Case Study/Action Plan
16. Analyze student writing.	2.1, 3.1	4,7,8	A, D	Discussion, Class Activity
17. Analyze student assessment data, create a reading plan and justify decision making process.	1.5, 2.3, 3.1, 3.3, 7.1	1,3,4,6,7,8,9	E-1, D	Case Study/Action Plan

Collaborate Innovate Educate

OD – Overcoming Dyslexia CSLLP - Childhood Speech, Language & Listening Problems SPD - Source for Processing Disorders
CSR – Creating Strategic Readers

DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
8/21	<ul style="list-style-type: none"> Multiple Intelligences 	<ul style="list-style-type: none"> Selection: <i>MI After 20 Years</i> Shearer (pdf)
8/28	<ul style="list-style-type: none"> Learning & The Brain 	<ul style="list-style-type: none"> OD 7 <u>Position Paper: Reading/Literacy due</u>
9/4	<ul style="list-style-type: none"> Language & The Brain Language: Communicative Competence 	<ul style="list-style-type: none"> OD 1-4, CSLLP 1, Article Selection: <i>Language Diversity</i> (pdf)
9/11	<ul style="list-style-type: none"> Reading & The Brain Reading-Related Factors 	<ul style="list-style-type: none"> OD 5-7 <u>QUIZ 1 (Sessions 1-3)</u>
9/18	<ul style="list-style-type: none"> Dyslexia Defined, Diagnosis & Interventions 	<ul style="list-style-type: none"> OD 8-13
9/25	<ul style="list-style-type: none"> DIBELS administration 	<ul style="list-style-type: none"> Selection: <i>DIBELS Administration Guide</i> (pdf) <u>MI Project Due</u>
10/2	<ul style="list-style-type: none"> DIBELS administration 	<ul style="list-style-type: none"> Selection: <i>DIBELS Administration Guide</i> (pdf)
10/9	<ul style="list-style-type: none"> DIBELS score analysis 	<ul style="list-style-type: none"> Selection: <i>After DIBELS</i> (pdf) <u>MIDTERM due (Sessions 1-7)</u>
10/16	<ul style="list-style-type: none"> Phonemic Awareness / Phonics Fluency 	<ul style="list-style-type: none"> OD 14-16 CSR, 2-4 CSLLP, 3 & 4 OD 17-19, 23 <u>HW due: Practice DIBELS data analysis</u>
10/23	<ul style="list-style-type: none"> Processing Disorders (Language, Auditory, and Visual) 	<ul style="list-style-type: none"> CSLLP, 2 & 5-8 SPD, 1-4
10/30	<ul style="list-style-type: none"> Assessing & Interventions for Processing Disorders 	<ul style="list-style-type: none"> CSLLP, 3 & 4 SPD, 5-8
11/6	<ul style="list-style-type: none"> Data Disaggregation 	<ul style="list-style-type: none"> Selection: <i>General Concepts of Assessment</i> (pdf) <u>DIBELS Project due</u>
11/13	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> OD 17-19, 23 CSR, 5 <u>HW due: Processing Chart</u>
11/20	<ul style="list-style-type: none"> Field Day 	<ul style="list-style-type: none"> No Class
11/27	<ul style="list-style-type: none"> Comprehension 	<ul style="list-style-type: none"> CSR, 6
12/3	<ul style="list-style-type: none"> Reading & Writing 	<ul style="list-style-type: none"> Selection: <i>Writing as a Way of Life</i> (pdf) <u>Graduate Assignment Due</u>
12/11	<ul style="list-style-type: none"> Case Study 	<ul style="list-style-type: none"> <u>FINAL EXAM & Case Study due</u>

COURSE ASSIGNMENTS:

I. Position Paper: Reading/Literacy (20 points)

- a. Based on past personal experiences and/or courses that you may have had, formulate **your own** definition of literacy and reading. What is Literacy? What is Reading? Are they the same? Are they different?
- b. What do you consider to be the best reading/literacy instruction? What evidence do you have to support your thinking?

II. Multiple Intelligences Project (Field Observation – Estimated time 7 hours) (60 points)

Through direct observation, analytic teachers discover students' unique talents and intelligences, preferred ways of learning, strengths and instructional needs.

You will observe two students in a classroom situation. You should focus on two individuals and include their interactions, where applicable, as examples of MI Theory when presenting your observation experience. You will present your observation experience in a written report. A rubric will be used to evaluate your experience.

Your report should include the following elements:

1. A brief description of the physical environment and staff involved with the students.
2. Completed student survey appropriate to grade/ability level for each student.
3. A detailed description of activities observed and the students' intelligences exhibited during observations.
4. Analysis of observations and student survey.
5. **Specific instructional recommendations** to enhance the intelligences exhibited and to strengthen intelligences that may be weak.
6. Time documented on time sheet.
7. FBI and BCI & I fingerprinting reports attached to time sheet.

III. Reading Assessment Project (Field Observation – Estimated time 3 hours) (100 points)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

Part A:

Following a specific protocol to be given later, you will need to:

- download the assessment materials (<https://www.dibels.org/next/index.php>) for kindergarten,
- administer the probes to **five kindergarten** students,
- analyze the group's testing results,
- provide specific recommendations of instructional activities with justification for **each group** in **each measure**,
- do an error pattern analysis of the lowest scoring student,
- provide specific recommendations of instructional activities, with justification, for the lowest scoring student.

Part B:

A DIBELS Oral Reading Fluency (DORF) is a quick fluency probe that has a high correlation to comprehension and reading grade level. DAZE, a new measure, based on maze procedures is an additional indicator of comprehension in grade 3-6.

Following a specific protocol to be given later, you will need to:

- download the assessment materials for any grade level 3-6 (<https://www.dibels.org/next/index.php>),
- administer the probes to **five students**,
- analyze the group's testing results,
- provide specific recommendations of instructional activities with justification for **each group** in the measure,
- do an error pattern analysis of the lowest scoring student,
- provide specific recommendations of instructional activities, with justification, to improve the lowest scoring student's reading fluency skills.

You will report your findings in the form of a PowerPoint. Make sure to include graphs/charts as part of the analysis of the group's testing results in your PowerPoint. The duration of the PowerPoint should be about 15 minutes so your slides should focus mainly on data results, analysis, and instructional recommendations. You will need to include any additional in-depth information and details in the notes section of the PowerPoint. The slides and the notes section will be scored together. A rubric will be used to evaluate the project.

Your project will be scored on the following elements:

1. A brief description of the physical environment and staff involved with the students.
2. A description and analysis of the group's testing results with specific instructional recommendations for **each** group in **each** measure.
3. Error pattern analysis for the lowest scoring students (Part A & B).
4. Detailed instructional recommendations for the lowest scoring student.
5. Justification of instructional recommendations for groups and the lowest scoring students.
6. Organization and flow of PowerPoint.
7. Attached student testing booklet (for the lowest scoring students).
8. Time documented on time sheet.

IV. Case Study Action Plan (100 points)

The Case Study Action Plan is a synthesis and application of the course's major understandings. Given the assessment data and background information of a student, you will develop a detailed action plan to meet the literacy instructional needs of the student. The plan will encompass the major areas of good literacy instruction. The goal of the plan is to raise student achievement and to pass the grade level Ohio Reading Achievement Test. A **typed copy of the plan** and a **written narrative** will be submitted **AND a roundtable discussion** will occur on the findings. Evaluation will be on the quality of the written product as well as the quality of the discussion at the roundtable. A rubric will be used to evaluate the plan and discussion.

The case study should include the following elements:

1. Written narrative analyzing the case study.
2. Completed action plan form.
3. Justification of the instructional decisions incorporated in the plan, tied directly to given data.
4. Participation in a rich, coherent discussion on the merits of the action plans.
5. Reflection on ideas exchanged during the discussion which can be incorporated into analysis, justification, and plan.
6. Preparedness & professionalism.

V. Processing Strategy Tool or Brochure (20g points) (Graduate Students)

(Processing Tool) Create a tool that can be used in the classroom containing strategies to address the various kinds of processing problems. The strategies need to match the specific processing problem (Language, Auditory, & Visual). The tool can be of a design of your choice. (i.e., flipbook, wired cards, placemat, laminated sheet, other) Information in the tool should be easy to access.

(Brochure) Create a brochure for parents explaining the processing problems students could be experiencing. This would include language processing, central auditory processing, and visual processing problems. The brochure should include the following elements:

- ❖ Definition of the processing problem
- ❖ Characteristics of the processing problem (how it manifests itself in the student)
- ❖ Classroom interventions for the processing problem
- ❖ Recommended specialists to refer the student/parents to for additional diagnosis/support

In a one page document develop a plan for how you would use the brochure with parents. What questions might you have to address from parents? How would you help parents with at home interventions for processing problems?

VI. Quizzes & Exams: (90 points)

One quiz - 20 pts.

Midterm - 30 pts.

Final - 40 pts.

Quizzes and exams may contain either multiple choice, matching, true/false or essay questions, or a combination of the four.

VII. Homework/Class Work: (60 points)

From time to time, homework will be assigned and count toward your final score.

- **Processing Checklist (20 pts.)**
- **DIBELS score analysis (40 pts.)**

VIII. Attendance: (25 points)

Class attendance is required and is an essential part of the course work. Review the attendance rubric carefully. **There is no such thing as an excuse absence.**

IX. Participation: (25 points)

Part of your grade is calculated upon class participation. This is reflected in such things as participation in class discussions and **having materials in class** to participate in activities.

X. Required field experiences in diverse settings - 10 hrs.

Failure to complete the required 10 hours will result in an incomplete grade and an additional project will be assigned to fulfill the required field experience time.

Professional Presentation Skills:

- All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Cheating or copying of another's work will not be tolerated in any way and will result in an automatic grade of F for the assignment/course. Please refer to the Academic Honesty Policy for further clarification. (http://www.xavier.edu/library/help/academic_honesty.cfm) Assignments are due on posted calendar dates or dates adjusted during class times. Assignments are “**on time**” if they are turned in during class time or posted on line during the course class time. Course assignments and requirements may be changed to meet the needs of the students and/or the instructor.
- As this is a college "education" course, mechanics in writing (i.e., spelling and grammar) are of major importance. Please **thoroughly proofread** your work before turning it in. The Writing Center on campus can provide assistance with proofreading and editing if this is not your particular forte. If, in reading an assigned paper, I encounter a multitude of mechanical errors, points will be deducted.
- **All major assignments must be typed.**

Class participation and Attendance expectations

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. **The instructor will not lecture from the assigned readings.** The purpose of these readings is to assist the students in their process of becoming an intervention specialist to discuss professionally the issues and areas of curriculum development and instructional planning/implementation involved with general and special education.

Distracting behaviors such as, texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade.

Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early, and/or not participate in class discussions will affect your grade.

Attendance and Participation Rubric

	Unprofessional Quality 0 Points	Needs Improvement 5 Point	Acceptable Quality 15 Points	Professional Quality 25 points	Your Score
Attendance 25 points	Absent 2 or more times &/or 3 tardies (10 min.). (0 points) Absent more than two times may result in withdrawal from class.	One absences and/or two tardies (10 minutes) (3-5 points)	One absence and/or one tardy (10 minutes) (13-15 points)	No absences. (25 points)	
Participation 25 points	Obvious lack of participation in group activities and other behaviors such as sleeping and/or inattentive in class; (0 points)	Frequently disengaged in group discussions, rarely asks questions or volunteers information (3-5 points)	Mostly attentive with some hesitation, occasionally asks questions or volunteers information (13-15 points)	Is attentive and participatory in group discussions, frequently asks questions or volunteers information (25 points)	

There is no such thing as an excused absence!

EVALUATION

Course assignments and requirements may be changed to meet the needs of the student and/or the instructor. Total points possible: 500 points

Grading Scale:

Point Total	Percentile Equivalent	Grade
466-500	93-100	A
451-465	90-92	A-
436-450	87-89	B+
421-435	84-86	B
406-420	81-83	B-
391-405	78-80	C+
376-390	75-77	C
0-375	0-74	F

Position Paper: Literacy and Reading

EDSP 204/504

20 points possible

	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality
Personal definition of Literacy/Reading (5)	A personal definition of literacy and reading has not been stated.	A personal definition of literacy or reading has been stated.	A personal definition of literacy and reading has been formulated and stated.	A personal definition of literacy and reading has been formulated and stated well.
Comparison (5)	A comparison between reading and literacy is not stated.	A comparison between reading and literacy is attempted.	A comparison has been made between reading and literacy.	A thorough comparison between reading and literacy is well stated.
Opinion about best instruction (5)	An opinion is missing.	An opinion is stated, but vague	A clear opinion is stated.	A clear and well-crafted opinion is given.
Evidence to support opinion (5)	Opinion is not justified with evidence.	Opinion is justified with little evidence.	Opinion is justified with some evidence.	Opinion is well justified with strong evidence.

Multiple Intelligences Project

EDSP 204/504

60 points possible

	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality
Description of physical environment and staff involved with student (5)	Description of physical environment and staff involved with student is missing.	A brief description of physical environment and staff involved with student is present.	Description of physical environment and staff involved with student is present and contains some detail.	Description of physical environment and staff involved with student is present and detailed.
Student survey (5)	Student survey is missing.	---	---	Student survey is present and grade/ability-level appropriate.
Description of classroom activities and students' intelligences exhibited (15)	Description of classroom activities and students' intelligences exhibited is missing.	Description of classroom activities and students' intelligences exhibited is present, but lacks details.	Description of classroom activities and students' intelligences exhibited is present and detailed.	Description of classroom activities and students' intelligences exhibited is present, very thorough, and highly detailed.
Analysis of observations and student survey (15)	Analysis is inaccurate or missing.	Analysis is accurate but includes information from either observations or from the survey, or both sources of information are used but the analysis is flawed with some inaccuracies.	Analysis includes information from observations and from the survey and is accurate.	Analysis includes information from observations and from the survey and is thorough and accurate.
Specific instructional recommendations (15)	No instructional recommendations are made.	Some instructional recommendations are present, but are not tied to students' strengths and weaknesses.	Instructional recommendations are appropriate and are based on students' strengths and weaknesses, but are generic in nature.	Specific instructional recommendations are appropriate and are based on observed/surveyed students' strengths and weaknesses.
Time documented (5)	No time sheet attached.	---	---	Time sheet/Fingerprinting reports are attached and time sheet represents reasonable time requirement.

Reading Assessment Project and Presentation
EDSP 204/504

100 points possible

	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality
Components of the Assignment (15)	Few or none of the components are present.	Some components are present.	Most components are present.	All components are present.
Description of physical environment and staff involved with student (5)	Description of physical environment and staff involved with student is missing.	A brief description of physical environment and staff involved with student is present.	Description of physical environment and staff involved with student is present and contains some detail.	Description of physical environment and staff involved with student is present and detailed.
Description and analysis of group's testing results (15)	Description and analysis of testing results inaccurate or missing. The graph may be inaccurate or missing.	Description and analysis of testing results are accurate and somewhat detailed. The graph with testing results is accurate, but may lack some clarity.	Description and analysis of testing results are accurate, thorough, and detailed. The graph with testing results is clear and accurate.	Description and analysis of testing results are accurate, very thorough, and highly detailed. The graph with testing results is clear and accurate.
Error Pattern Analysis (15)	Analysis is not complete or may contain inaccuracies.	Analysis is mostly thorough and accurate.	Analysis is thorough and accurate.	Analysis is complete, thorough and accurate.
Specific instructional recommendations (15)	No specific instructional recommendations are made for either groups or individual students.	Instructional recommendations for groups and/or individual students are mostly appropriate.	Instructional recommendations for groups and individual students are appropriate, but generic in nature.	Specific instructional recommendations for groups and individual students are appropriate and are based on best practices.
Justification of instructional recommendations (15)	Justification is missing.	Justification is provided, but not based on data collected.	Justification is provided and based on data collected.	Justification is strong and based on data collected.
Organization and Flow (10)	PowerPoint presentation is not organized and does not flow. Preparation is not evident.	PowerPoint presentation is loosely organized. Flow is choppy, but there is evidence of some preparation.	PowerPoint presentation is organized and flows. Preparation is evident.	PowerPoint presentation is well-organized and flows logically. Preparation is highly evident.
Students' testing booklets (5)	Students' testing booklets are not attached.			Students' testing booklets are attached.
Time documented (5)	No time sheet attached.	---	---	Time sheet is attached and represents reasonable time requirement.

Strategy Tool EDSP 504

20 points possible
(Graduate Students)

	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality
Strategies (8)	Few of the strategies are accurate, present or detailed.	Some of the strategies are accurate, present and with some details.	Strategies are accurate, present and contain some details.	Strategies are accurate, present and very detailed.
Match between Processing Problem/Strategy (6)	Mismatch between processing problem and strategies.	Some strategies accurately match the processing problems.	Most strategies accurately match the processing problems.	Strategies accurately match the specific processing problem.
Design & Layout (6)	The tool's formatting and organization is confusing to the reader.	The tool is well-organized.	The tool has attractive formatting and is well-organized.	The tool has exceptionally attractive formatting and is well-organized.

Processing Brochure EDSP 504 Graduate Students

20 points possible

	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality
Required Elements (8)	Few of the required elements are accurate, present or detailed.	Some required elements are accurate, present and with some details.	Required elements are accurate, present and contain some details.	Required elements are accurate, present and very detailed.
Design & Layout (6)	The brochure's formatting and organization is confusing to the reader.	The brochure is well-organized.	The brochure has attractive formatting and is well-organized.	The brochure has exceptionally attractive formatting and is well-organized.
Written Plan to Assist Parents (6)	Plan is incomplete.	Plan is complete and includes few strategies for parents or strategies are ineffective.	Plan is complete and includes strategies for parents.	Plan is comprehensive and includes realistic, effective strategies for parents.

Case Study Action Plan EDSP 204/504

100 points possible

	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality
Written narrative analyzing the case (30)	Written narrative is poorly constructed or very weak, lacking major pieces of important information.	Written narrative provides a limited diagnosis of the results of the student's academic scores and of the student's background information.	Written narrative provides a sufficient, but generic, analysis of the student's academic scores and of the student's background information.	Written narrative provides a detailed, coherent analysis of the student's academic scores and of the student's background information.
Completed action plan forms (25)	Action plan form is incomplete.	Action plan form is partially complete with few details.	Action plan is clear, complete and has some detail.	Action plan is extensive and detailed .
Written justification of the instructional decisions incorporated in the plan (25)	Justification for the instructional plan is poor or incoherent and unsubstantiated.	Justification is attempted, but some decisions are not based on the data.	Justification is somewhat comprehensive and pairs the decisions with the data, but tends to be generic in nature.	Justification is detailed, comprehensive, and effectively pairs the decisions with the data.
Discussion participation (10)	There is little or no participation in discussion.	Participation in discussion is minimal.	Participation in discussion is sufficient to make the case.	Participation in discussion is highly evident and convincingly makes the case.
Preparedness & Professionalism in Discourse (10)	Discourse shows lack of preparation throughout. Professional exchange of ideas is disrespectful.	Discourse is disorganized and there is little preparation. Professional exchange of ideas is somewhat respectful.	Discourse is organized and delivered adequately. Professional exchange of ideas is respectful. Preparation is evident.	Discourse is well organized and delivered professionally. Professional exchange of ideas is consistently respectful . Preparation is highly evident .