

**M. Ed in Literacy: Reading Specialist concentration**  
**Field Experience / Clinical Practice Evaluation**

Assessment 4: Diagnostic Case Study Assessment Rubric

Elements in case study		IRA Elements	Target (3)	Acceptable (2)	Unacceptable (1)
Reflective journals	1	<b>Demonstrates knowledge of major components of reading and how they are integrated in fluent reading. (IRA 1.4)</b>	Comprehensive, detailed, clear evidence of ability to determine if students are integrating the major components of reading in fluent reading.	A good amount of evidence of ability to determine if students are integrating the major components of reading in fluent reading.	Inaccurate or incomplete evidence of ability to determine if students are integrating the major components of reading in fluent reading.
	2	<b>Uses appropriate instructional practices to meet the needs of diverse learners at differing stages of development. (IRA 2.2)</b>	Effectively implements appropriate instructional practices to meet the needs of individual learners.	Implements appropriate instructional practices to meet the needs of learners.	Use of instructional practices to meet the needs of learners is not demonstrated.
Background information	3	<b>Uses a wide range of appropriate assessment tools to assess student performance and growth (IRA 3.1)</b>	Effectively uses, interprets and recommends relevant tools and practices to comprehensively analyze student performance and growth. Provides accurate description of student performance and thoughtful analysis of student work.	Uses, interprets, and recommends relevant assessment tools and practices to examine student performance. Provides description of student performance and analysis of student work.	Appropriate assessment tools and practices are not demonstrated. Report on student performance and growth is limited.
Assessment materials	4	<b>Uses assessments to plan, evaluate, and revise instruction to meet the needs of diverse learners. (IRA 3.3)</b>	Effectively analyzes a range of informal and formal assessment data and utilizes results to meet the needs of individual students.	Analyzes appropriate assessment data and utilizes the results to meet the needs of students.	Utilizes limited assessment data to the needs of students.
Parent letter	5	<b>Communicates assessment results for intended audiences. (IRA 3.4)</b>	Effectively utilizes clear written communication to document students' strengths, weaknesses, and instructional conclusions.	Uses consistent written communication to document strengths, weaknesses, and instructional conclusions.	Written communication does not document student information or instructional conclusions.

Narrative report	<b>6</b>	<b>Uses students' interests, reading abilities, and backgrounds as foundations for the reading and writing program. (IRA 4.1)</b>	Appropriately and creatively utilizes students' background information to inform instruction and practice and to select appropriate materials.	Uses students' background information to inform instruction and practice and to select appropriate materials.	No evidence of using students' interests, reading abilities, and backgrounds to determine instruction and practice.
	<b>7</b>	<b>Uses a range of books and instructional resources to address needs and interests of diverse learners. (IRA 4.2)</b>	A range of developmentally appropriate books, materials, resources and technology are used. Materials are thoughtfully and purposefully selected to reflect reading abilities, student interests, and backgrounds.	Developmentally appropriate books, materials, resources, and technology are used. Materials are accessible and reflect reading abilities, student interests, and backgrounds.	Books, materials, and resources are not readily available.