



## **Reading and Language Arts Program**

*Signature Assignment for EDRG 651*

*Diagnosis and Implementation of Intervention Plan*

### **Student Learning Outcome(s) Assessed:**

SLO #2: Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures.

### **Description of the Signature Assignment**

Candidates will assess a student (a child or an adolescent) who has been referred to the Educational Psychology Clinic and diagnose the child's literacy strengths and needs. Based on the diagnostic profile, candidates will develop an intervention plan to address the areas of needs.

### **Directions for Students**

1. You will begin your assessments at the first meeting with your student. You may choose whatever assessment instruments you think are most appropriate. The assessments should be completed by 2<sup>nd</sup> meeting with your student.
2. By 3<sup>rd</sup> week, based upon your diagnosis and in consultation with your teaching partner, you will develop a diagnostic profile of your student, including his or her literacy strengths and needs and other information you believe is the most important for your student.
3. By 3<sup>rd</sup> week, based on the diagnostic profile, you will design an intervention plan that you will implement for 11 weeks (1 hour per week). For your intervention plan, select instructional approaches and materials based upon what you think to be the most effective and include other information you believe is the most important for your student.

## Scoring Rubric:

Criteria	0 = Can't Score	1 = Does Not Meet Expectations	2 = Meets Some Expectations	3 = Meets Expectations	4 = Exceeds Expectations	Points (weighted)
<b>Assessments Administered</b>	Nothing was submitted.	Assessments administered do not seem to follow a logical pattern and appear to be unsystematically chosen.	Some of the assessments administered are appropriate; however one or two crucial assessments could provide more information.	Most of the assessments administered are appropriate.	All assessments administered are appropriate to determine learning disconnect.	x 1.5= /6
<b>Analysis of Assessment Data</b>	Nothing was submitted.	Interpretation and analysis of assessment data are imprecise. There is little evidence of critical thinking.	Interpretation and analysis of assessment data show inaccuracies. There is limited evidence of critical thinking.	Interpretation and analysis of assessment data are mostly accurate. There is adequate evidence of critical thinking.	Interpretation and analysis of assessment data are excellent. There is clear evidence of critical thinking.	x 1.5= 6
<b>Intervention Plan</b>	Nothing was submitted.	Important components of intervention plan are missing. There is not enough detail provided to determine if intervention plan could be effective.	Intervention plan has most components with the possibility of producing desired results. However, too much or too little is expected of the tutoring sessions.	Intervention plan has most relevant components with the possibility of producing desired results.	Intervention plan is detailed, relevant, and realistic given the time frame with the possibility of producing measurable results.	x 2= /8
<b>Professionalism in Presentation</b>	Nothing was submitted.	Intervention plan is disorganized, lacking in professionalism, and needs editing.	Intervention plan has professional appearance but is disorganized; more editing may be required	Intervention plan is well-organized and professional looking although some editing may be needed.	Intervention plan is well-prepared, well-organized, professional looking, and no editing is needed.	x1= /4
<b>Total</b>						<b>/24</b>

## Legend

Total Points	College of Education Assessment Scale Equivalent
22-24	4 (Exceeds Expectations)
19-21	3 (Meets Expectations)
16-18	2 (Meets Some Expectations)
13-15	1 (Does Not Meet Expectations)
0-12	0 (Can't Score)