



## **Reading Authorization Program**

*Signature Assignment for EDRG 559*

*Intervention Plan and Implementation*

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

SLO #3: Design and deliver appropriate literacy instruction for all students, including diverse learners, based upon assessment results.

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

Candidates will design and deliver appropriate literacy instruction for students, including diverse learners, based upon assessment results.

### **Directions for Students**

1. Drawing from the assessment data on the students in your intervention group you have completed during the current school year, you summarize students' literacy strengths and needs (that should be supported by a concise presentation of evidence from the assessment data).
2. Identify one or two reading and/or writing intervention goals for the group. Do keep in mind that the goal(s) may vary differently for each student in the group. Therefore, it is important to identify a general goal or goals for the group AND some variations of the goal(s) for individual students.
3. In a 6-week intervention plan, describe briefly 1) selected instructional approaches/strategies, activities, and materials, and rationales for the selection; 2) selected assessment tools and rationales for the selection; 3) a plan for each of the 6 weeks related to #1) and #2); and 4) one or two components of the SIOP Model on which you will focus for your intervention.
4. Reflect on the 6-week intervention, stating
  - a. what has worked; why?
  - b. what has not worked; why? and
  - c. how to modify the plan.

**Scoring Rubric:**

<b>Criteria</b>	<b>0 = Can't Score</b>	<b>1 = Does Not Meet Expectations</b>	<b>2 = Meets Some Expectations</b>	<b>3 = Meets Expectations</b>	<b>4 = Exceeds Expectations</b>	<b>Points</b>
<b>Literacy Strengths and Needs</b>	Nothing was submitted.	Inappropriate literacy strengths and needs are identified, or assessment data do not support general literacy strengths and needs.	General literacy strengths and needs are identified and partially supported by assessment data.	Specific literacy strengths and needs are identified and supported by general assessment data.	Specific literacy strengths and needs are identified and supported by specific assessment data.	
<b>Instructional Goal(s) for Intervention Group and Individual Students</b>	Nothing was submitted.	Identified instructional goals are not specific or inappropriate for intervention group or for individual students.	Specific, appropriate instructional goals are partially identified for intervention group and partially for individual students.	Specific, appropriate instructional goals are identified for intervention group and partially for individual students.	Specific, appropriate instructional goals are identified for intervention group and individual students.	
<b>Instructional Approaches/Strategies, Activities, and Materials, and Rationales for the Selection</b>	Nothing was submitted.	General, inappropriate instructional approaches/strategies, activities, and materials are identified, and general, inappropriate rationales for the selection are described.	Specific, appropriate instructional approaches/strategies, activities, and materials are partially described, and specific, appropriate rationales for the selection are partially described.	Specific, appropriate instructional approaches/strategies, activities, and materials are described, and specific, appropriate rationales for the selection are described.	Specific, appropriate instructional approaches/strategies, activities, and materials are described with detail, and specific, appropriate rationales for the selection are described with detail.	
<b>Assessment Tools and Rationales for the Selection</b>	Nothing was submitted.	General, inappropriate assessment tools are identified, and general, inappropriate	Specific, appropriate assessment tools are partially described, and	Specific, appropriate assessment tools are described, and specific,	Specific, appropriate assessment tools are described with detail, and	

		rationales for the selection are described.	specific, appropriate rationales for the selection are partially described.	appropriate rationales for the selection are described.	specific, appropriate rationales for the selection are described with detail.	
<b>Intervention Plan for Each of the 6 Weeks</b>	Nothing was submitted.	General, inappropriate plan for some of the 6 weeks related to selected instructional approaches/strategies, activities, materials, and assessment tools are described. Inappropriate components of the SIOP Model are identified.	Specific, appropriate plan for some of the 6 weeks related to selected instructional approaches/strategies, activities, materials, and assessment tools are described. One specific, appropriate component of the SIOP Model is described.	Specific, appropriate plan for each of the 6 weeks related to selected instructional approaches/strategies, activities, materials, and assessment tools are described. Two specific, appropriate components of the SIOP Model are described.	Specific, appropriate plan for each of the 6 weeks related to selected instructional approaches/strategies, activities, materials, and assessment tools are described with detail. Two specific, appropriate components of the SIOP Model are described with detail.	
<b>Reflection</b>	Nothing was submitted.	Inappropriate components of the SIOP Model are identified.	One specific, appropriate component of the SIOP Model is described.	Two specific, appropriate components of the SIOP Model are described.	Two specific, appropriate components of the SIOP Model are described with detail.	
<b>Total</b>						

**Evaluation of EDRG 559 Signature Assignment (SLO 3)**

**Student Name** \_\_\_\_\_

<b>Criteria</b>	<b>Score</b>				
Literacy Strengths and Needs	0	1	2	3	4
Instructional Goals	0	1	2	3	4
Instructional Approaches/Strategies, Activities, and Materials	0	1	2	3	4

Assessment Tools	0	1	2	3	4
Intervention Plan for Each of the 6 Weeks	0	1	2	3	4
Reflection	0	1	2	3	4

**Legend**

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