



**California State University, Long Beach
College of Education
Department of Teacher Education
EDRG 551: Assessment and Instruction in Reading and Writing
Summer 2021**

Professor: Dr. Stacy A. Griffin
Office: *Virtual Office* or Email
E-mail: stacy.griffin@csulb.edu

College of Education Vision and Mission Statement

Vision: Equity & Excellence in Education

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Department Vision Statement

The Department of Teacher Education at CSULB prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents, and families. Our inquiry- and experience-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

Syllabus

You are responsible for the information and requirements in the syllabus, course calendar, criteria stated in assignment rubrics, announcements, course material displayed on BeachBoard, and email. The syllabus represents a contractual agreement between the student and the instructor. Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus.

Course Description

- **Prerequisite:** Admission to Reading Certificate Program or consent of the instructor
- A component of the K-12 Reading Authorization
- Comprehensive study of reading and writing assessment and instruction
- Examination and evaluation of procedures, strategies, and materials effective in designing appropriate reading and writing instruction with an emphasis on early detection and correction of reading difficulties
- Fieldwork required

Required Reading

Popham, W. J. (2020). *Classroom assessment: What teachers need to know*. (9th Edition). Pearson. ISBN 9780135569108

Audio and digital version available at:

<https://www.vitalsource.com/referral?term=9780135568859>

Recommended Readings

Andrade, H. (2008). Self-assessment through rubrics. *Educational Leadership*, 65(4), 60-63. Retrieved from http://spfk12.org/cms/lib07/NJ01001501/Centricity/Domain/9/Self-Assessment%20Through%20Rubrics%20-%20Andrade%20-%20December%202007_January%202008.pdf

Darling-Hammond, L., & Adamson, F. (2010). *Beyond basic skills: The role of performance assessment in achieving 21st century standards of learning* (PDF). Stanford Center for Opportunity Policy in Education, 1-60. Retrieved from <https://scale.stanford.edu/system/files/beyond-basic-skills-role-performance-assessment-achieving-21st-century-standards-learning.pdf>

Student-based Learning Outcomes

The following student-based learning outcomes are designed to provide the graduate student with the opportunity to use and apply current reading and writing assessments, and to plan explicit instruction based upon findings. During this course of study, you will:

1. Demonstrate competence in selecting and developing appropriate reading and writing assessments for individuals or groups
2. Demonstrate competence in designing an individual plan of instruction based on diagnostic assessment
3. Demonstrate competence in conducting large and small group assessment and making instructional decisions based on assessment results
4. Demonstrate competence in identifying, describing, and teaching to students' aspects of the phonological and morphological structure of the English language that are important for learning to read
5. Demonstrate competence in assessing and planning appropriate lessons in phonemic awareness, phonics, vocabulary, and other decoding skills
6. Analyze differences between phonological variation and error in decoding performance by English language learners and vernacular dialect speakers
7. Demonstrate competence in assessing children's and adolescents' use of and competence in academic language
8. Demonstrate competence in selecting and using appropriate decodable texts and high-quality literature to help students acquire decoding skills and fluency
9. Demonstrate competence in assessing and planning appropriate comprehension skill and strategy lessons, including those needed to promote independent reading

10. Demonstrate competence in assessing children's and adolescents' spelling and writing development
11. Demonstrate competence in assessing children's and adolescents' reading and writing interests
12. Compare and contrast varied standardized instruments for assessing and diagnosing students' reading and writing development
13. Complete a detailed assessment and instructional plan for two students, one a beginning reader and the other an older student experiencing reading difficulties
14. Demonstrate comprehensive understanding and application of the diagnostic teaching model
15. Demonstrate competence in determining whether a referral for special services (e.g., pullout, intervention, or special education), is warranted, based on assessment results
16. Demonstrate competence in evaluating standardized tests for reading/language arts
17. Demonstrate an ability to collect and disaggregate data

Outline of Subject Matter

1. Theory into Practice
 - A. Historic, cognitive, social, legal, and political perspectives on reading and writing
 - B. Students with special needs
 - C. An interactive view of reading and writing
 - D. Reading and writing disability and the assessment-instruction process
2. Evaluating the Instructional Context
 - A. Strategies for assessing literacy learning environments, instructional settings, and resources in reading and writing performance, including students' use of and competence in academic language
 - B. Strategies and tools for assessing instructional approaches, emergent literacy, teacher-initiated assessment, informal classroom-based assessment, and structured inventories
 - C. The role of standardized testing and formal assessment tools
3. Interactions
 - A. Reflection, decision making, and planning
 - B. Diagnostic teaching
4. Instruction
 - A. Making decisions: Long-term planning
 - B. Getting started using high-utility strategies
 - C. Making decisions: Planning for individual students
 - D. Adapting instruction to focus on word recognition, spelling, word analysis, vocabulary, comprehension, composition, and studying
 - E. Instructional strategies for promoting comprehension and independent reading
 - F. Specially designed instruction for English language learners (SDAIE)
5. Models and Approaches of Intervention
 - A. Early literacy models

- B. Older reader models
 - C. In-class models
6. Professional Roles and Responsibilities
- A. The role of the reading/language arts professional
 - B. The role of the family and stakeholders in promoting literacy development
 - C. Reporting to others: Diagnostic reports and case studies
 - D. Aligning assessment and instruction

Student Responsibilities

1. Participation

This course is completely asynchronous which means that there will be no Zoom sessions. Private or small group Zoom sessions are not an option because it would not be equitable to all teachers enrolled in the course. All documents for the semester have been posted on BeachBoard. Asynchronous classes allow you to work on your own time and at your own pace, as long as you adhere to posted deadlines. Self-motivated and disciplined teachers thrive in this learning environment. Each participant must be willing to take a proactive approach to learning. Your professor is the facilitator for the class. You are required to post a minimum of two times a week on the Discussion Board. Participation will be tracked and monitored. It is strongly suggested that you login to BeachBoard every day to stay abreast of the latest posts. Initial posts are due on or before 11:59pm each Wednesday and responses are due on or before 11:59pm each Friday.

2. Technology

- The class will be using BeachBoard D2L for communication, dissemination of course materials, and access to web-based resources.
- All teachers must sign-up for BeachBoard access via their CSULB Internet account. Login at <http://beachboard.csulb.edu>
- You will also be able to access email free of charge via <https://daf.csulb.edu/email/>. You need to use your CSULB email account for all correspondence.
Recommended browsers: For Windows PC-Internet Explorer; For Mac-Safari.

Technical Assistance: Please do not email the instructor with technology issues.

For BeachBoard, please contact the Technology Help Desk using their online form – http://web.csulb.edu/divisions/aa/academic_technology/thd/contact/ or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

Computer Access:

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed.

Course Communication

- **Please do not** email the instructor or classmates through BeachBoard; messages will go to a spam folder. Send emails directly through your browser.

- When contacting the instructor, **include the title and section of the course** you are inquiring about as the title of your message. Be sure to use professional language for all correspondence (Ex. Dear Dr. Griffin, My name is _____ and I am enrolled in class/section number. I have a question about _____.) **When emailing, you are required to use your CSULB account.**
- We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is your responsibility to **check BeachBoard a minimum of twice per week**, as it will contain important information about upcoming class assignments, activities, and other elements of the course. You must also **check their CSULB email account a minimum of twice per week** because you may receive important communication about the course from the instructor or other enrolled students.
 - Teachers may post questions to the *Virtual Office* on BeachBoard
 - Teachers may email the instructor, Monday – Friday (9:00am-4:00pm).
 - **The instructor is not obligated to respond to emails or questions in the *Virtual Office* outside of the hours posted. The instructor does not work on weekends.**

3. Class Civility

You are expected to practice “netiquette” or Internet etiquette. Review the core rules of netiquette at <http://www.albion.com/netiquette/corerules.html>. You are also expected to actively participate in online discussions, act in a professional manner, and work collaboratively with peers.

4. Academic Honesty

With respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Teachers found to have engaged in academic dishonesty are subject to review as per university policy.

5. Quality of Assignments

You must word process all of your assignments using 12-point, Times New Roman font, double spaced, and 1” margins. Assignments are expected to have correct grammar, spelling, and punctuation, and to follow 7th edition APA style.

6. Withdrawal Policy

This class requires considerable outside preparation time as well as fieldwork. If you find yourself unable to complete course requirements in a timely manner, refer to the course withdrawal policy and withdrawal dates in the CSULB Summer Schedule of Classes.

Course Policies

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on Cheating and Plagiarism that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

If you require accommodations, you must advise the instructor on the first day of class.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Course Assignments

Please note that any assignment that is due to the Dropbox has an 11:59 pm Sunday deadline except for the second case study. That is due by 11:59 pm on a Wednesday.

1. Readings/Discussion Board (RLS 2.2, RLS 2.5, RLS 3.4 Introduced and Practiced, RLS 2.4 Practiced)

Each week you will complete assigned chapter/article readings and record your reactions to the readings. Your initial response should be substantive (a minimum of 200 words, references course readings, theory, or personal experience). You are expected to read all posts and reply to *at least* one other.

What to write about: Include in your response one or more of the following types of discussion board postings:

- Tell your story: Write about your personal experiences with the topics or assessment tools in your readings.
- Ruminate about new ideas: Write your thoughts about something you have never considered before.
- Reference other readings: Cite and discuss what you have read in other books or articles; Note questions you have, unfamiliar terms or concepts, confusing sections, etc.

2. Journal Abstract and Reflection (RLS 2.1 Practiced)

To familiarize yourself with professional literacy journals, you are required to read and write an abstract and reflect on a current article (written between 2016-2021). You may choose any article of interest related to some aspect of the assessment process.

The following journals are juried (peer reviewed) and are appropriate *examples* for this assignment:

- *The Reading Teacher*
- *Language Arts*
- *Journal of Adolescent and Adult Literacy*
- *Journal of Literacy Research*
- *Reading Research Quarterly*
- *English Journal*
- *English Education*

You do not need to choose from the journals above, but you do need to choose a peer reviewed article.

Please use the following format for your abstract.

- Bibliographic information using the current version of the APA style
- Summary of the article (**150 words or less**)
- Reflections and implications for instruction (One to two paragraphs)

Below is an example of a reference using the current version of 7th Ed. APA style formatting:

Bailey, N. W. (2012). Evolutionary models of extended phenotypes. *Trends in Ecology & Evolution*, 27(3), 561-569. <https://doi.org/10.1037/rev0000126>

3. Standardized Test Review (Appendix A) (RLS 2.2, RLS 2.3 Introduced and Practiced)

For this assignment, you will work with a partner or partners. Each team will critically evaluate one standardized assessment related to reading. Your team will conduct an Internet search and agree on one formal reading assessment to analyze. Your team will complete the Standardized Test Evaluation Sheet (available below and on BeachBoard). One member of your team will upload the form to the *Dropbox* on or before the posted due date. Please see our Discussion Board to join a team.

4. Case Studies (Refer to Appendices B, C, and D) (RLS 2.3, RLS 2.6, RLS 3.4 Introduced and Practiced, RLS 2.1, RLS 2.4, RLS 3.2.1, RLS 3.2.2, RLS 3.2.3, RLS 3.2.4, RLS 3.2.5, RLS 3.2.6, RLS 3.3, RLS 3.5, RLS 3.8, RLS 3.9 Practiced, RLS 3.7 Practiced and Assessed)

The field requirement for this course involves a case study of two children, one who is a **beginning reader** and the other who is an **older child exhibiting reading difficulties**. **One of the students must be an English Learner**. The detailed guidelines for case studies are on BeachBoard under the Content tab.

- If you teach grades K-5, you may work with one of your own students AND one from a grade in 6-8 or 9-12 who may be a neighbor's or a relative's child (not your own child), or a child in a middle or high school convenient to you.
- If you teach grades 6-8 or 9-12, you will work with one of your own students AND one beginning reader (grades 1-2). The beginning reader may be a neighbor's or a relative's child (not your own child), or a child in an elementary school convenient to you.

MODIFICATION DUE TO COVID-19: If you do not have in-person or virtual access to your own students, you can work with a family member, your own child, or the child of a friend/colleague.

Course Evaluation Components and Grading

Grading and Late Work/Make-up Policy

- All assignments are to be typed in Microsoft Word and formatted using Times New Roman, 12-point font, double-spaced, and 1" margins
- All assignments are to be uploaded to BeachBoard
- Assignments are performance-based
- The instructor is more than willing to clarify any questions about assignment criteria

- **Partial or off-topic assignments will not be accepted for grading**
- **Late submissions, within one week of the deadline, will be penalized by 20%.**
- **No late assignments will be accepted 7 days after the initial due date or one week before the final day of class, or thereafter.**
- Keep a copy of each assignment for your own records.

At the instructor's discretion, you will be given the opportunity to resubmit up to two (2) assignments for a higher grade. No late papers, off-topic, or incomplete assignments are eligible for rewriting. Inattention to the assignment criteria in the rubric sheet disqualifies a paper for rewriting. Resubmitted assignments are not eligible for full credit and will receive a penalty of a 20% deduction. Students choosing to rewrite an assignment will have a one-week deadline.

Based on the assignments and your and participation in class, points will be earned accordingly:

| | |
|--------------------------------------|------------|
| 1. Readings/Discussion Board | 30 |
| 2. Journal Abstract and Reflection | 10 |
| 3. Standardized Test Review | 10 |
| 4. 1 st Case Study Report | 25 |
| 5. 2 nd Case Study Report | 25 |
| Total Points | 100 |

The course grading scale is:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

EDRG 551 Course Calendar*
Summer Session 2021

| Week | Topics | Required Reading | Assignments |
|----------------------------|---|--|---|
| One (May 24-28) | Theory into Practice Models and Approached of Intervention | Week One: Content Modules <i>Classroom Assessment:</i> Read Chapter 1 <i>(Review Glossary and Index as Needed)</i> | Discussion Board (Initial reply due Wednesday; Responses due Friday) (RLS 2.2, RLS 2.5, RLS 3.4 Introduced and Practiced, RLS 2.4 Practiced) |

| | | | |
|---------------------------------|--------------------------------------|---|--|
| | | | Journal Abstract and Reflection (Due on or before 11:59pm on Sunday, 5/30/21) (RLS 2.1 Practiced) |
| Two (May 31- June 4) | Evaluating the Instructional Context | <p>Week Two: Content Modules</p> <p><i>Classroom Assessment:</i> Read Chapter 2</p> <p><i>Classroom Assessment:</i> Skim Chapters 3, 4, and 5</p> <p><i>(Review Glossary and Index as Needed)</i></p> | <p>Discussion Board (Initial reply due Wednesday; Responses due Friday) (RLS 2.2, RLS 2.5, RLS 3.4 Introduced and Practiced, RLS 2.4 Practiced)</p> <p>Standardized Test Review (Due on or before 11:59pm on Sunday, 6/6/21) (RLS 2.2, RLS 2.3 Introduced and Practiced)</p> |
| Three (June 7-11) | Interactions | <p>Week Three Content Modules</p> <p><i>Classroom Assessment:</i> Skim Chapters 6, 7, 8, and 9</p> <p><i>(Review Glossary and Index as Needed)</i></p> | <p>Discussion Board (Initial reply due Wednesday; Responses due Friday) (RLS 2.2, RLS 2.5, RLS 3.4 Introduced and Practiced, RLS 2.4 Practiced)</p> <p>Case Study One (Due on or before 11:59pm on Sunday, 6/13/21)</p> |

| | | | |
|------------------------------|--|--|--|
| | | | (RLS 2.3, RLS 2.6, RLS 3.4 Introduced and Practiced, RLS 2.1, RLS 2.4, RLS 3.2.1, RLS 3.2.2, RLS 3.2.3, RLS 3.2.4, RLS 3.2.5, RLS 3.2.6, RLS 3.3, RLS 3.5, RLS 3.8, RLS 3.9 Practiced, RLS 3.7 Practiced and Assessed) |
| Four (June 14-18) | Instruction Professional Roles and Responsibilities | Week Four: Content Modules <i>Classroom Assessment:</i> Read Chapter 11 <i>(Review Glossary and Index as Needed)</i> | Discussion Board (Initial reply due Wednesday; Responses due Friday) (RLS 2.2, RLS 2.5, RLS 3.4 Introduced and Practiced, RLS 2.4 Practiced) |
| Five (June 21-25) | Self-Assessment | Week Five: Content Modules <i>Classroom Assessment:</i> Read Chapter 15 <i>(Review Glossary and Index as Needed)</i> | Discussion Board (Initial reply due Wednesday; Responses due Friday) (RLS 2.2, RLS 2.5, RLS 3.4 Introduced and Practiced, RLS 2.4 Practiced) Case Study Two (Due on or before 11:59pm on Wednesday, 6/23/21) (RLS 2.3, RLS 2.6, RLS 3.4 Introduced) |

| | | | |
|--|--|--|---|
| | | | and Practiced, RLS 2.1, RLS 2.4, RLS 3.2.1, RLS 3.2.2, RLS 3.2.3, RLS 3.2.4, RLS 3.2.5, RLS 3.2.6, RLS 3.3, RLS 3.5, RLS 3.8, RLS 3.9 Practiced, RLS 3.7 Practiced and Assessed) |
|--|--|--|---|

***Subject to Change**

I look forward to working with all of you!

Appendix A

EDRG 551 Assessment and Instruction in Reading and Writing

Standardized Test Evaluation Sheet

Group Members:

Test Reviewed:

Authors:

Publication Date:

Target Ages:

Focus Area(s):

Type of Administration:

Scores:

Recommendations:

Would you use this test? Why or why not?

For what? With whom?

What cautions should be exercised?

Appendix B

Quick Assessment Guide for English Language Development Stages of Acquisition (Aligned with CELDT and ELD Content Standards)

| Stage | Average Duration | Student Behaviors | Instructional Strategies | Questioning Techniques |
|------------------|------------------|---|--|---|
| Emerging | 6 months | <ul style="list-style-type: none"> •Can be silent •Yes/No responses •Can name objects •1-2-word responses •Shows comprehension by following directions | <ul style="list-style-type: none"> •Simple speech, caretaker speech •Use realia, visuals, gestures (TPR) •Do not force speech •Read to student | <ul style="list-style-type: none"> •Yes/No questions •Fill in the blank (cloze) •Listing items •Categorizing pictures |
| Emerging | 3 months-1 year | <ul style="list-style-type: none"> •Speaks simple sentences •Retell story events •Reads basic vocabulary, simple sentences •Frequent grammatical errors in speech | <ul style="list-style-type: none"> •Use all the above •Use predictable books •Use books with vivid illustrations •Develop story frames •Interactive journals •Chart stories •Direct instruction of vocabulary | <ul style="list-style-type: none"> •Who, what, where questions •Open ended questions, “What were you thinking?” |
| Expanding | 2-3 years | <ul style="list-style-type: none"> •Retells using expanded vocabulary •Identifies main ideas/details •Can summarize •Makes comparisons •Defines new vocabulary | <ul style="list-style-type: none"> •All the above •Tap prior experiences •Teach study skills •Use cognates •Discuss word origins •Process writing •Extensive use of media | <ul style="list-style-type: none"> •How, why questions •Descriptive details •Explanations in writing |
| | | <ul style="list-style-type: none"> •Appears to be orally fluent | <ul style="list-style-type: none"> •Shift focus from oral to written language development | <ul style="list-style-type: none"> •Analysis & synthesis questions |

| | | | | |
|------------------|-----------|--|---|---|
| Expanding | 3-4 years | <ul style="list-style-type: none"> •Emergent academic vocabulary and language usage •Needs to attain grade level proficiency in academic areas | <ul style="list-style-type: none"> •Expand study/learning skills •Formal grammar instruction •SDAIE strategies | <ul style="list-style-type: none"> •Problem solving approach |
| Bridging | >3 years | <ul style="list-style-type: none"> •Comprehends content material •Generates discussions •Socially comfortable •Reads/Writes at grade level | <ul style="list-style-type: none"> •Expand academic vocabulary •Refine writing skills •Refine research/study skills •Complex projects | <ul style="list-style-type: none"> •Pose all questions •Encourage student to pose questions •Take leadership in collaborative groups |

Adapted from Boyd-Batstone, P. (2006). *Differentiated Early Literacy for English Language*

Learners. Boston, MA: Allyn & Bacon. Boyd-Batstone

Appendix C

EDRG 551 Assessment and Instruction in Reading and Writing 1st Case Study Report Grading Rubric

| | | | | | |
|---|---|---|---|---|---|
| Evaluation of Context | 1 | 2 | 3 | 4 | 5 |
| Evaluation of Learner | 1 | 2 | 3 | 4 | 5 |
| Analysis & Evaluation of Assessments | 1 | 2 | 3 | 4 | 5 |
| Critical Thinking | 1 | 2 | 3 | 4 | 5 |
| Quality of Work | 1 | 2 | 3 | 4 | 5 |

- 5 Excellent evaluations of the match between the learning context and learner. Outstanding analysis and evaluation of assessments. Critical thinking clearly evident. Case study report is totally professional in appearance.
- 3 Good evaluation of the match between the learning context and learner. Satisfactory analysis and evaluation of assessments. Some critical thinking evident. Lacking elements of professional appearance in the case study report.
- 1 Poor evaluation of the match between the learning context and learner. Inadequate analysis and evaluation of assessments. Very little evidence of critical thinking. Less than professional in appearance in the case study report.

Comments:

Appendix D

EDRG 551 Assessment and Instruction in Reading and Writing 2nd Case Study Report Grading Rubric

| | | | | | |
|---|---|---|---|---|---|
| Evaluation of Context & Learner | 1 | 2 | 3 | 4 | 5 |
| Analysis & Evaluation of Assessments | 1 | 2 | 3 | 4 | 5 |
| Critical Thinking | 1 | 2 | 3 | 4 | 5 |
| Detailed Instructional Plan | 1 | 2 | 3 | 4 | 5 |
| Quality of Work | 1 | 2 | 3 | 4 | 5 |

- 5 Excellent evaluations of the match between the learning context and learner. Outstanding analysis and evaluation of assessments. Critical thinking clearly evident. Exceptionally detailed instructional plan. Case study report is totally professional in appearance.
- 3 Good evaluation of the match between the learning context and learner. Satisfactory analysis and evaluation of assessments. Some critical thinking evident. Average instructional plan. Lacking elements of professional appearance in the case study report.
- 1 Poor evaluation of the match between the learning context and learner. Inadequate analysis and evaluation of assessments. Very little evidence of critical thinking. Insufficient instructional plan. Less than professional in appearance in the case study report.

Comments: