URBAN TEACHERS

Reading Diagnosis and Intervention – Key Assignment

KEY ASSIGNMENT:

For the key assignment in this course, you will utilize assessment data for a whole group of students in order to identify a homogeneous group of students (3-5) in need of scaffolded support to comprehend a complex text. You will identify an appropriate instructional approach to differentiate instruction for this particular group of students in order to support reading comprehension. You will develop and implement a 3-day instructional plan and gather evidence of student learning.

1. To begin, examine assessment data. Consider the formative, classroom-based assessment data you and your host teacher have collected to measure students' comprehension of the required reading. Next, revisit the assessment data you have for these students to determine their strengths related to reading comprehension and identify possible areas for intervention. You might observe these students as they interact with current text being read in the classroom. Identify an intensive instructional approach/strategy appropriate for these students.

2. Once you have identified the students, analyzed the data, and determined areas for instruction/intervention, design a series of three mini-lessons (no more than 15-20 minutes each in length – time can be extended for independent work to be completed by students) in which you will deliver the instruction/intervention you identified in the first part of this assignment. Teach all three mini-lessons over the course of a single week. Be sure to collect assessment data for all students at the end of each mini-lesson. Examine these data to determine the effectiveness of your instruction and to determine students' progress toward instructional goals. In each case, note how your instruction will change in response to assessment data you collected.

3. Prepare a brief (2-3 pages) written report on the key assignment components to provide a rationale for the selection of students based on assessment data, selection of instructional approach/strategy to differentiate instruction, description of the effectiveness of the instruction supported by evidence of student learning, and instructional next steps. Include, as appendices, student assessment data, the 3 mini-lesson plans, and student work samples.