



# SCHOOL OF EDUCATION

**EDUC 5945: Reading in the Content Area**

**Case Study of a Writer  
Practicum Assignment**

**Tutee: Isaiah Martin Shurtz  
Teacher Candidate: Carolyn Taylor Wu**

### *Characterize the Writer*

The elementary school student is from Woodstock, Georgia and attends King's Academy in Woodstock. This is a local, Christian private school that focuses on character development, social development and academic development for students. Isaiah Martin Shurtz is an eight -year old student in the second grade. He enjoys extracurricular activities such as basketball, soccer, mud digging and lego building. In school he has a student interest in the subjects of mathematics, science, STEM projects, and art.

Isaiah is a kinesthetic and auditory learner. He enjoys working independently on project objectives. He also enjoys playing in groups, going to social clubs (like running club) and attending children's Bible studies. He is a logical, hands-on thinker that enjoys putting "pieces of the puzzle" together. He's also a quick thinker when it comes to building sets using an instruction manual.

He is good at following directions and he is a joy to work with! He takes his time on all assignments and he's an avid reader. He especially enjoys the Dog Man book series. You can find him at play with his two younger siblings, Jonathan and Aliza. He also has a pet bird named Blue.

Below you will find a link to the tutee's writing attitude survey and his 2<sup>nd</sup> grade interest inventory assessment:

## Writing Attitude Survey

Student's Name: Isaiah Shurtz Date: 10/11/22  
 Interviewer: Carolyn Taylor Wu

Directions: Ask the student the questions and give him/her time to think. Prompt the child to give more detailed answers. Ask the child to explain why or give an example.

Date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A. I like to draw (circle one)</b>			
not at all	a little	some	a lot a whole lot
<b>1. I like writing stories.</b>			
not at all	a little	some	a lot a whole lot
<b>2. Writing is boring.</b>			
not at all	a little	some	a lot a whole lot
<b>3. I like to write in my spare time.</b>			
not at all	a little	some	a lot a whole lot
<b>4. I enjoy writing notes and letters to people.</b>			
not at all	a little	some	a lot a whole lot
<b>5. I like writing at school.</b>			
not at all	a little	some	a lot a whole lot
<b>6. I have trouble thinking about what to write.</b>			
not at all	a little	some	a lot a whole lot
<b>7. It's fun to write things at home.</b>			
not at all	a little	some	a lot a whole lot
<b>8. I like to share my writing with others.</b>			
not at all	a little	some	a lot a whole lot
<b>9. Writing is fun.</b>			
not at all	a little	some	a lot a whole lot
<b>10. I wish I had more time to write at school.</b>			
not at all	a little	some	a lot a whole lot

**STUDENT WRITING ATTITUDE SURVEY**

GO.36.1.a

<b>11. I like to read.</b>			
not at all	a little	some	a lot a whole lot
<b>12. I think I'm a good writer.</b>			
not at all	a little	some	a lot a whole lot
<b>13. I like to write.</b>			

not at all	a little	some	a lot	a whole lot
14. How often do you write at home?				
not at all	a little	some	a lot	a whole lot

15. What kinds of things do you write? (types, topics or titles)

- write story introductions
- practice writing sentences
- answer comprehensive questions in math, english & science
- current school project is a story about mermaids



Writing Interest Inventory Grade 2

Student's Name: Isaiah Shurtz Date: 10/11/22  
Interviewer: Carolyn Taylor Wu

Directions: Ask the student the questions and give him/her time to think. Prompt the child to give more detailed answers. Ask the child to explain why or give an example.

GO.36.6

WRITING INTEREST INVENTORY – GRADE 2

1. Do you like to write stories?

Yes

2. I like to write	stories
(real)	(make-believe)

Both

3. It is hard for me to think of things to write about.

No, it's easy. It comes to me in a minute.  
I just think.

4. It is easier for me to write in .  
(the morning) (the afternoon)

Either the morning or afternoon.

It's the same.

5. Story maps and other helper charts make it easier for me to write.

False

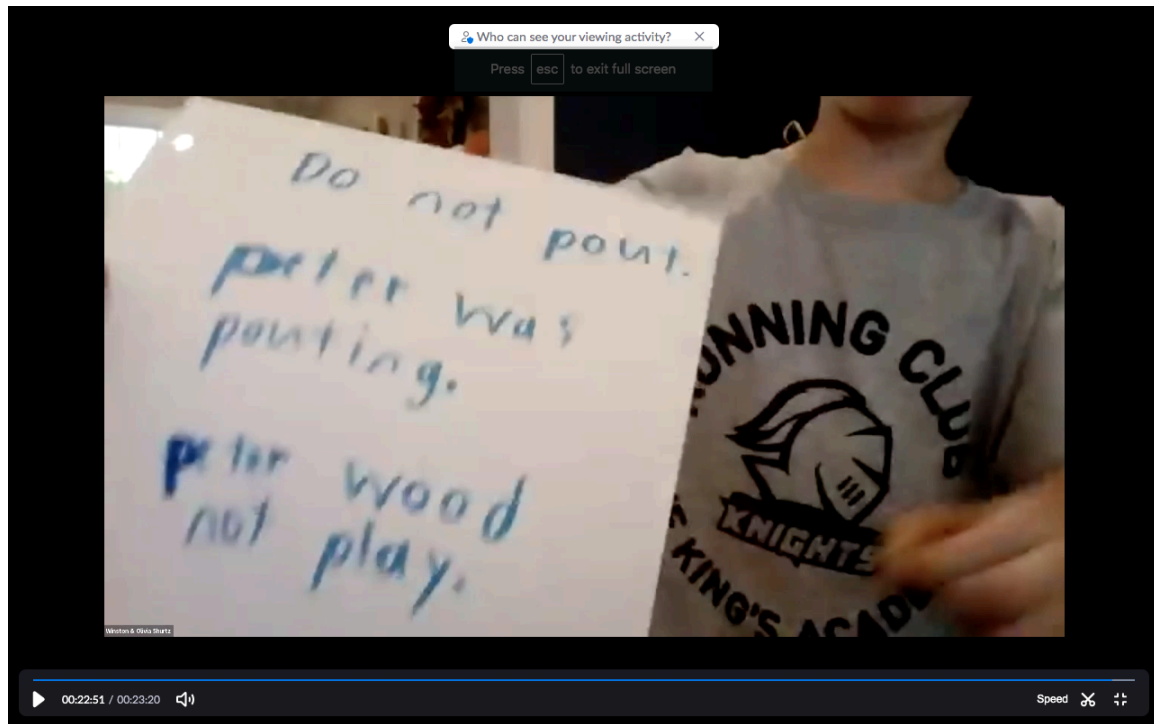
(but he likes to draw pictures of  
the parts of the book.)

6. It is easier for me to write if I tell my story to someone and  
they write it down.

No, he likes to write it by  
himself.

## Assessment Report

Student Writing Sample for Pre-Assessment:



Here is the [six-trait writing rubric](#) used to grade the students writing sample:

Isaiah Shurtz Pre-assessment

## Traits Rubric for Grades 3–12

The rubrics are easier to use when both pages for each trait can be viewed simultaneously in a vertical spread, with the first page on top and the second page on the bottom. To achieve this, print on both sides of the paper and flip the pages up/open to top.

Traits Rubric for Ideas: Grades 3–12						
Key question: Does the writer engage the reader with fresh information or perspective on a focused topic?						
Not proficient			Proficient			
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional	
Does not reflect a main idea or purpose; includes content that is off topic	Has a main idea that begins to emerge, but author's direction is unclear	States or implies a main idea, but is unclear, unfocused, inaccurate, and/or underdeveloped	Conveys a clear, focused, and accurate main idea with adequate development and/or support	Produces a clear, focused, accurate, and complex main idea with convincing development and/or support	Conveys a clear, focused, accurate, and significant main idea and includes engaging, substantial insights that are fully developed and supported	
Does not convey a main idea or topic	Focuses on a general topic but does not suggest a main idea	Suggests a main idea, but the direction of the piece is still unclear	Has a clear, focused main idea	Conveys a clear, focused, and substantive main idea	Conveys a clear, focused, substantive, and original main idea that drives the piece	
Does not develop or support a main idea	Attempts to develop support for the main idea with limited, repetitions, faulty, and/or unclear information and/or details	Provides incidental support of the main idea with information that lacks specificity and relevance and may be inaccurate; may include some generic details in A/O writing at grade 7+; includes one or more counterclaims that are acknowledged but not addressed	Develops the main idea with generally accurate and relevant supportive information and/or details. In A/O writing at grade 7+, addresses one or more counterclaims	Develops the main idea with specific, relevant, accurate information and/or some vivid details. In A/O writing at grade 7+, addresses and thoroughly examines counterclaims	Develops the main idea with convincing, supportive information and/or concrete details that go beyond the obvious. In A/O writing at grade 7+, thoroughly examines counterclaims and addresses them in original ways that enrich the author's claim	
Does not show author's thinking in developing or connecting ideas	Generalizes about the topic without providing logical connections among ideas, or uses connections that are faulty	Attempts to develop supporting ideas, some of which lack clarity or obvious logical connection	Presents useful information that helps the reader understand the author's reasoning, logic, or perspective	Presents useful, fresh information or perspective with logical reasoning that clarifies complex ideas	Conveys fresh, useful information using higher order thinking skills and convincing reasoning to provide unique insights into complex ideas	

student needs work on developing supporting details  
The supporting detail was repetitions

Traits Rubric for Ideas: Grades 3–12 N/A						
Key question: Does the writer engage the reader with fresh information or perspective on a focused topic?						
Not proficient			Proficient			
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional	
Contains no or incorrect evidence from sources; likely plagiarizes support	Has vague, imprecise, and/or weakly integrated evidence without attribution or acknowledgment of sources; likely plagiarizes at least some support	Has weakly integrated and/or incomplete evidence; contains general attribution or acknowledgment (if any); may appear to include plagiarized support	Provides adequate evidence from sources with proper attribution or acknowledgment	Integrates strong evidence from sources with proper attribution or acknowledgment	Includes comprehensive evidence from sources that is smoothly integrated and includes proper attribution or acknowledgment	
Does not appear to have the reader in	Shares information but does not anticipate what reader, however,	Attempts to engage reader, however,	Engages reader in exploring ideas and	Knows audience and anticipates and	Engages audience on multiple levels,	

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mind	the reader knows or believes	important questions remain that may cloud the reader's understanding	answers questions critical for understanding	addresses the reader's knowledge, questions, and possible biases	anticipating the reader's knowledge and biases and answering all critical questions
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Traits Rubric for Organization: Grades 3–12					
Key question: Does the organizational structure enhance the ideas and make them easier to understand?					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Doesn't use identifiable organization; writing lacks a sense of direction or seems random	Contains mostly ineffective organization with only occasional sections or passages that direct the reader	Has uneven organization that affects the reader's ability to follow text	Has basic organization that moves the reader through the text logically without confusion	Reflects smooth and cohesive organization and varied techniques that build smoothly from one idea to the next to create a unified whole	Uses seamless organization that enhances and showcases central ideas; orders or structures information in a compelling way; clarifies relationships among ideas
Has no lead or conclusion	Contains a lead or conclusion, which is unclear or ineffective	Includes a lead that doesn't adequately establish purpose and/or a conclusion that fails to provide closure, leaving the reader with questions	Contains a recognizable lead and conclusion but they may be formulaic or obvious	Features a lead that creates anticipation and a conclusion that ties up loose ends with a satisfying sense of closure	Has an inviting lead that draws reader in and creates a strong sense of anticipation; includes satisfying conclusion that conveys a powerful sense of closure and resolution
Does not include transitions	Uses weak transitions sporadically that fail to connect ideas or minimize confusion	Uses transitions inappropriately, resulting in weak chunking of paragraphs or ideas	Includes transitions that connect ideas though they may be formulaic or predictable in places; has paragraphs with topic sentences and support	Features logical, varied transitions; uses sequence and transition words/phrases effectively; orders paragraphs to support development of ideas	Uses clear, thoughtful transitions, showing the reader how ideas relate and enhancing meaning and progress throughout the piece; includes paragraphs that ensure ideas build throughout the piece to create a unified whole
Has no evident sequencing of ideas	Has ineffective sequencing, making it difficult to see how the piece fits together as a whole	Includes sequencing that fails to showcase ideas or takes over so completely it is formulaic	Provides logical and helpful sequencing with ideas placed in an understandable order	Employs sequencing that moves beyond the obvious, building connections between ideas	Uses highly effective sequencing, making best choices for progression and enriching the reader's understanding

Traits Rubric for Organization: Grades 3–12					
Key question: Does the organizational structure enhance the ideas and make them easier to understand?					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Has no evident pacing	Has very uneven pacing that slows when the reader wants to move quickly, and vice versa	Appropriately controls pacing in some sections but not in others	Evenly controls pacing in nearly all places	Has well-controlled pacing throughout	Uses pacing skillfully to compel the reader through the piece and enhance its power
Leaves the reader struggling to find purpose because of missing text	Has loose text structure that leaves reader unclear or confused about purpose	Uses text structure that reflects purpose in places, but distracts in others	Has text structure that works to communicate purpose but may not enhance understanding	Includes text structure that supports and clarifies purpose for the reader	Uses text structure that flows so smoothly reader hardly notices; uses structure that enhances understanding of purpose
Has no title or a misleading one	Has a title that doesn't match content well	Includes a title that is formulaic or nondescriptive	Creates a title that connects to the central theme	Uses a title that reflects content in an unusual or interesting way	Draws the reader in with a title that is original and captures deeper meaning

Traits Rubric for Voice: Grades 3–12					





Key question: Does the reader clearly hear this writer speaking in the piece?					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Appears the author is indifferent, uninvolved, or distanced from the topic, purpose, and/or audience	Relies on simplistic phrases such as "I like it" or "It was fun" to convey any personal quality	Has an emerging voice that is not distinct or unique; gives the reader an incomplete impression of the author's relationship to the purpose and topic	Portrays the author as sincere, yet not fully engaged or involved; offers a pleasant or even personable voice, though reader is not completely convinced of the author's commitment to the topic	Addresses topic, purpose, and audience in a sincere and engaging way that convinces the reader of the author's commitment to the topic	Addresses the reader in an individual and engaging way that shows ownership of purpose and topic; is respectful of audience and/or purpose
Disengages reader with flat writing; has no content that interacts with the reader in any way	Follows a predictable approach with nothing fresh to engage the reader	Seems aware of the reader, yet writing avoids original insights, preferring safe generalities	Begins to reach audience and has moments of successful interaction	Communicates with reader in an earnest, pleasing, authentic manner	Interacts with and engages the reader in ways that reveal the author's own personality, making unique choices to reach the audience
Reveals virtually nothing specific about the author, making this a piece that anyone could have written	Offers glimpses of original thinking but is mostly flat, revealing little of the author's perspective	Surprises the reader with occasional "aha" moments but shows minimal risk-taking	Surprises, delights, or moves reader in more than one or two places	Has moments of insight and risk-taking that strengthen the piece	Reveals individual thinking in a committed, distinctive manner that helps the reader "hear" this author
Has no evident tone	Has a tone that does not support the purpose	Conveys a flat, disinterested tone	Includes tone that begins to support and enrich the writing and clarify the message	Uses tone that supports the message and purpose most of the time	Employs a tone that gives flavor and texture to message and is appropriate to both the author and purpose

Traits Rubric for Voice: Grades 3–12					
Key question: Does the reader clearly hear this writer speaking in the piece?					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Has no commitment to topic; contains lifeless writing	Has minimal commitment to topic; does not help the reader feel anything or understand topic better	Shows an emerging commitment to the topic, though the reader is not convinced that the author cares about topic	Presents a commitment to the topic; author's point of view emerges in places but may periodically lapse into vague generalities, detracting from impact	Has a clear and focused commitment to the topic; author's enthusiasm is catching	Conveys a strong commitment to topic; author's passion is clear and compelling, prompting the reader to want to know more
Has no discernible voice	Uses voice that does not support or is inappropriate for the purpose (e.g., sarcasm, incongruous humor) Narrative is lifeless; I/E or A/O writing lacks conviction or authority to set it apart from a mere list of facts	Has a voice that is starting to support purpose, though it remains mostly weak; may have an inconsistent point of view	Includes a voice that supports purpose but frequently lacks spark; has consistent point of view Narrative is sincere; I/E or A/O writing establishes credibility at moments but not consistently	Uses a voice that supports author's purpose and a point of view that enhances the piece Narrative entertains or engages reader; I/E or A/O writing reveals why author cares about the topic and chose these ideas	Has a voice that enhances purpose and is engaging, passionate, enthusiastic, and at times creative; has a distinct point of view that clarifies meaning of the piece

Traits Rubric for Word Choice: Grades 3–12					
Key question: Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Uses limited	Has flawed or	Has vocabulary that	Uses vocabulary that is	Incorporates precise	Creates vivid imagery.

vocabulary; attempts to use words to convey meaning are unsuccessful	simplistic vocabulary, resulting in impaired meaning; reader has difficulty understanding the message	is understandable yet lacks energy and imagination; some interpretation may be needed to understand parts of the piece	functional and achieves purpose, with some imagery and/or unique word choices; author's meaning is easy to understand and fits audience and text type	and appropriate vocabulary; uses imagery and/or figurative language; features writing appropriate to audience, purpose, and text type	with powerful and engaging vocabulary; uses precise words and/or figurative language to enhance meaning in interesting, natural ways
Uses vocabulary that is so broad, generic, and/or inaccurate, it fails to communicate a message	Uses vocabulary that is so vague and mundane that the message is limited and unclear (e.g., "good," "bad," "nice")	Employs vocabulary that is correct in a general sense, includes message that is emerging or can be inferred, uses limited or inaccurate domain-specific vocabulary	Features vocabulary that works to clarify meaning/ purpose and begins to shape a unique piece; has message that's easy to identify; uses accurate domain-specific vocabulary	Has vocabulary that suits purpose well and clearly communicates message; uses domain-specific vocabulary appropriately to demonstrate author's understanding	Features precise, accurate vocabulary, chosen to enhance purpose and meaning; has author's message that's easy to understand; uses domain-specific vocabulary professionally
Has vague vocabulary so words convey no clear message	Uses confusing or misleading vocabulary and includes incorrect usage of even simple words; creates no images	Includes very basic vocabulary; uses words that tend to "tell" not "show", has few images	Features vocabulary comprising familiar words and phrases that communicate clearly but only show a moment or two of sparkle or imagery	Has strong vocabulary that makes it easy to "see" what the author is trying to convey; employs vivid and/or figurative language	Uses striking, powerful, and engaging vocabulary that captures reader's imagination and lingers in the mind, enhances recall of significant phrases or mental images

Traits Rubric for Word Choice: Grades 3–12					
<p>Key question: Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?</p> 					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Uses words incorrectly, making message unclear, distracts reader with errors and frequently uses slang and/or texting language that are inappropriate	Uses words that are inappropriate (i.e., either too plain or so exaggerated that they impede understanding); includes slang and/or texting language that do not suit purpose	Chooses words that are functional but limited, conveying only a basic message; occasionally includes slang and/or texting language that are inappropriate	Demonstrates willingness to stretch and grow with attempts at creative word choice; shows mastery of appropriate vocabulary for message, purpose, and audience	Frequently chooses creative, precise words to clarify and enhance meaning	Uses words that are natural, original, and suited to purpose and audience; features effective word choice that enriches the author's message
Misuses parts of speech frequently, confusing reader and clouding the message	Has limited variety in parts of speech; uses jargon or clichés that detract from the message	Includes mechanical parts of speech that reflect a lack of craftsmanship; relies on passive verbs, overused nouns, and lack of modifiers that limit the message and make the piece uninteresting	Uses accurate and occasionally refined parts of speech that are functional and start to shape the message	Carefully chooses correct and varied parts of speech to effectively communicate message and clarify and enrich writing	Crafts parts of speech to best convey message; has lively verbs that energize the piece and precise nouns/modifiers that add depth, color, and specificity

Traits Rubric for Sentence Fluency: Grades 3–12					
<p>Key question: Does the author control sentences so the piece flows smoothly when read aloud?</p> <p>N/A</p> 					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Structures sentences incorrectly so reader has to reread piece several times and still has difficulty reading aloud without pausing or substituting phrases	Varies sentences very little; uses even simple sentence structure incorrectly in places, causing reader to stumble when reading aloud	Has sentences that are technically correct but not varied, creating sing-song patterns or lulling the reader to sleep; sounds mechanical when read aloud	Has varied sentences that flow smoothly; tends to be pleasant or businesslike, though may still be mechanical in places; is easy to read aloud	Incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud	Uses sentences that flow, have rhythm and cadence, and are well built, with strong, varied structures that invite expressive oral reading
Has choppy sentence structure that is incomplete, run-on, rambling, or awkward	Uses sentence structure that often works, but may be overly simplistic for the	Uses technically correct sentence structure, yet sentences are	Uses sentence structure that is correct and smooth, but mechanical in places; sentences	Has sentence structure that flows well and moves reader fluidly through the piece	Uses strong sentence structure, underscoring and enhancing meaning while engaging and



determining where sentences begin and end is nearly impossible	purpose	frequently not smooth	hang together and are structurally sound		moving the reader fluidly from beginning to end
Has no apparent sentence sense, making it nearly impossible to determine where sentences begin and end, has choppy rhythm, piece cannot be read aloud without author's help, even with practice	Shows little evidence of sentence sense, requires reader to reconstruct sentences to make them flow correctly, does not invite expressive oral reading	Uses inconsistent sentence sense, enables reader to read aloud after a few rereadings	Has evident sentence sense; rhythm is present, most sentences lend themselves to oral reading	Conveys sentence sense that is strong, with frequent rhythmic patterns, uses construction and variety to enhance flow, employs dialogue or fragments effectively, reader can read aloud easily	Has strong sentence sense with rhythm and cadence, has structure that contributes to meaning, may use dialogue that sounds natural and fragments that add style, reading aloud is expressive and pleasurable

Traits Rubric for Sentence Fluency: Grades 3–12					
Key question: Does the author control sentences so the piece flows smoothly when read aloud? <span style="float: right;">N/A</span>					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Has incomplete sentences that make it hard to determine quality of beginnings or identify type of sentence	Uses simple sentences (i.e., subject-verb-object) that mostly begin the same way and are monotonous	Includes sentence beginnings that sometimes vary, but in a predictable way, limits almost all sentences to simple and compound types	Varies sentence beginnings yet many are routine or generic; includes simple, compound, and a few complex sentence types	Has varied and frequently unique sentence beginnings; uses a variety of sentence types (e.g., simple, compound, complex, and compound-complex) to create balance	Adds interest and energy with varied sentence beginnings; uses a variety of sentence types that appear chosen to enhance meaning and flow
Has weak or no transitions that create a jumble of choppy language and/or run-on sentences; uses sentences that muddle the sound of the piece	Incorporates basic transitions (e.g., and, so, but, then, because) that do little to lead the reader through the piece; if used, transitions seem randomly applied	Leads reader from sentence to sentence with a few, simple transitional words or phrases, though coherence remains limited	Holds piece together with varied transitional words or phrases (e.g., either, therefore, although)	Moves reader easily through the piece with thoughtful and varied transitional words or phrases	Uses creative, appropriate, and varied transitional words or phrases that show how each idea relates to the previous one and tie the piece together


Traits Rubric for Conventions: Grades 3–12					
Key question: How much editing is required before the piece can be shared as a final product? (Note: For the trait of conventions, grade level matters. Expectations should be based on grade level and include only skills that have been taught.)					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Contains errors in conventions that distract the reader, making text unreadable	Has many types of convention errors scattered throughout text	Handles conventions well at times but, at others, makes errors that distract the reader and impair readability; displays a lack of skill with particular convention(s) through repeated mistakes	Applies standard grade-level conventions accurately on most occasions	Shows few errors with only minor editing needed to publish; may stretch, trying more complex tasks in conventions	Uses conventions effortlessly without significant errors; may use conventions to creatively enhance message
Has frequent spelling errors, even with common words	Uses phonetic spelling with many errors	Frequently spells simple words incorrectly, although reader can still understand the meaning	Usually uses correct or reasonably phonetic spelling for common grade-level words; may be inaccurate with more difficult words	Correctly spells most common grade-level words and often more difficult words	Has mostly correct spelling, even for more difficult words; includes occasional errors that do not detract from overall quality
Uses missing or incorrect punctuation nearly all the time	May have punctuation present but it is usually incorrect	Features simple end punctuation (e.g., period, question mark, exclamation point) that is correct, but internal punctuation (e.g., comma, apostrophe, semicolon) is often missing or wrong	Uses correct end punctuation with only minor errors, contains internal punctuation that is usually correct	Has punctuation that is almost always correct and guides reader through the piece	Includes correct punctuation that enhances readability, may use creative punctuation when appropriate
Has capitalization that is random, inconsistent, and sometimes	Applies only the most basic capitalization rules correctly	Has capitalization that shows frequent errors except for proper nouns	Uses correct capitalization in most cases	Includes correct capitalization consistently	Includes correct capitalization consistently and may

inconsistent	and sentence beginnings	employ more sophisticated capitalization for effect
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Traits Rubric for Conventions: Grades 3–12					
Key question: How much editing is required before the piece can be shared as a final product? (Note: For the trait of conventions, grade level matters. Expectations should be based on grade level and include only skills that have been taught.)					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Frequently includes noticeable errors in grammar/usage, making writing incomprehensible	Has serious grammar/usage problems of many types that make comprehension difficult	Relies heavily on conversational oral language that results in inappropriate grammar/usage; errors sometimes distract the reader	Employs proper grammar/usage fairly consistently; problems are not serious enough to distort meaning or distract the reader	Includes correct grammar/usage; shows few grammar mistakes and has meaning that is clear	Uses correct grammar that contributes to clarity and style; enhances meaning by sophisticated grammar/usage
Requires extensive editing (i.e., on virtually every line) for meaning and publication; reader must read once to decode, then again for meaning	Requires much editing, making publication a time-consuming challenge; meaning is often unclear	Still needs too much editing to publish without multiple redrafts, although meaning begins to emerge	Needs moderate editing to publish; has clear meaning	Requires only some minor editing before publishing; has conventions that are more often correct than not; easily communicates meaning	Needs almost no editing to publish; reader may successfully manipulate conventions for stylistic effect
N/A Does not cite works or basic bibliographic information, if included, is unrecognizable	Attempts to cite works and include basic bibliographic information, but these are variable or random	Uses citations and basic bibliographic information inconsistently and/or incompletely in placement and format	Usually cites works and uses basic bibliographic information in correct format	Almost always cites works and uses basic bibliographic information in correct format	Consistently uses correct format to cite works and includes basic bibliographic information with only minor errors

Traits Rubric for Presentation: Grades 3–12					
Key question: Is the finished piece easy to read, polished in presentation, and pleasing to the eye?					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Uses presentation or formatting that makes text unreadable or confusing	Often uses presentation or formatting that makes text confusing	Has uneven presentation or formatting that makes text sometimes difficult to read or understand; piece lacks a finished appearance	Uses presentation or formatting that supports a clear message; piece appears finished and sufficiently polished	Creates presentation or formatting that makes text generally easy to read with a pleasing appearance that enhances understanding	Has professional-looking presentation or formatting; makes choices to enhance meaning
Includes many font styles/sizes that make piece unreadable or are completely inappropriate for the purpose	Uses multiple font styles/sizes that make piece hard to read or understand	Has font styles/sizes that are inconsistent or poorly chosen in places, creating an obstacle to reading or understanding	Uses font styles/sizes consistently so piece is easy to read and understand	Has font styles/sizes that are consistent and appropriately chosen, supporting understanding and readability	Selects font styles/sizes that enhance readability and support the meaning of the text; chooses font styles intentionally to match the purpose of the text
Does not consider white space, so use is random and confusing; makes it difficult to identify beginning and ending text	Shows emerging use of white space, though piece seems arbitrarily placed on paper with few intentional margins or boundaries	Uses white space to frame and balance piece but is inconsistent; has margins, though some text may crowd edges, and uses uneven indenting	Uses white space to frame text by creating reasonable margins, consistently indents or blocks paragraphs	Features white space that helps reader focus on text; uses margins to frame piece and other white space to set off graphics and text features; indents or blocks paragraphs	Uses white space to optimally frame and balance text with graphics and text features; indents or blocks paragraphs; may include creative use of space to highlight important details
Has no text features	Attempts to include text features but they don't appear to have a purpose, so are mostly inappropriate and ineffective	Uses text features that are frequently ineffective for organizing or clarifying the piece	Includes text features (e.g., titles, bullets, page numbers, subheads) that usually organize and clarify ideas	Incorporates text features that serve to integrate ideas, articulate meaning of piece, and make it easier to read	Uses text features that help reader extend meaning of piece and develop more complete understanding



Traits Rubric for Presentation: Grades 3–12					
Key question: Is the finished piece easy to read, polished in presentation, and pleasing to the eye?					
Not proficient			Proficient		
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Uses visuals/graphics that are incomprehensible and/or unrelated to text	Chooses visuals/graphics that are only topically related to the text and don't enhance understanding	Uses visuals/graphics that match and support text in some instances, with effort on the reader's part	Includes visuals/graphics that support text	Features visuals/graphics that support and consistently clarify text through placement and description	Creates visuals/graphics that help enrich and extend meaning and are integrated to enhance understanding of the text
Forms handwritten letters inconsistently or incorrectly, making piece unreadable, uses spacing of letters and words that is unbalanced or absent so the piece is mostly illegible	Uses irregular letter shape and form so handwritten letters and words are often unreadable; includes spacing that is often inconsistent, further complicating readability	Has handwriting that occasionally impairs readability, uses inconsistent spacing in places	Uses correct and readable handwriting; has spacing of letters and words that is generally consistent	Features neat and readable handwriting; has uniform spacing between letters and words	Shows handwriting that is pleasing to the eye; uses uniform spacing and lettering

In the reading interest inventories, the tutee was less interested in formal writing activities done for school and more excited about social writing for fun. Isaiah enjoys letter writing and coming up with make believe stories. He also prefers to do his own work by himself and write independently.

On the sixth trait writing rubric the tutor assessed the tutee pre-assessment writing sample for ideas, organization, word choice, and conventions.

## *Diagnosis*

The tutee has great confidence in his writing abilities and is a good writer. He understands the placement of ending punctuation, and spacing between words. These are his strengths. He also is adequate in his penmanship and his spelling. His letters were neatly written and clearly understood. His spacing between words made his writing easily read by the reader. His penmanship of each letter was orderly and clean. His spelling was excellent in all but one word in his writing. He only misspelled the word *would*. His reading ability, fluency and comprehension skills are sufficient for his age and grade level. He was able to read at a fast rate. His understanding of what he was reading was excellent and he was able to answer the question and discussion oral response. He seems to be a slightly above average student in literacy, logic and comprehension.

As far as areas of improvement needed, he could learn more about the – o u phonemic sound to help him to spell words like would, could, should etc. In addition to this, he needs to continue to work on elaborating in supporting details. He is good at making a logical point and main idea. However, he needs to improve upon his supporting evidence. He seems to have been a bit repetitious in his writing, and would do better to continue modes of thought into transitional thinking. He could also improve upon making his capital P's at the beginning of a sentence, more dramatically capitalized. He made them a bold color, however he did not make them to stand above the other letters that follow the initial letter that were lowercased.

In addition to his reading skills, the tutee needs to work on his prosody, which is a common need for students his age. He can learn to enunciate words better and to avoid speaking in a monotone voice. However, again his rate and pace of reading is excellent.

He rarely stumbles over reading a word and can continue the flow of his reading very well. I also saw that the student refrained from using other colors in the first lesson. He only “colored” with the color blue. He didn’t want to make the grass green or the trees green or the turtles green. He only wanted to get the work done as quickly as possible it seems- so he streamlined the process and only colored his pictures with one marker. However, in a later lesson (of making a treasure map), he took his time and used more than one color. He made the island green, the water surrounding the island blue, and a volcano erupting with red. So he began to get creative by the end of the assessment and lessons! This was encouraging to me as a teacher, because he went from being quiet (at the beginning) to being more excited, more responsive and more engaged towards the end.

Below you will find the one-on-one personal videos of the four different demonstrative parts of the case study assignment:

- [Link to Reading Inventories](#) -

<https://us02web.zoom.us/rec/share/KGnQBZH3bihTEEe8R31saR6dfKvyxANDJI5xq1dzZKIZDI6o96dwQULNe5H7DRkE.sM3qimdjMTgaiK6p?startTime=1665514383000>

- [Link to Mini Lesson #1](#) -

<https://us02web.zoom.us/rec/share/KGnQBZH3bihTEEe8R31saR6dfKvyxANDJI5xq1dzZKIZDI6o96dwQULNe5H7DRkE.sM3qimdjMTgaiK6p?startTime=1665515289000>

- [Link to Mini Lesson #2](#) -

<https://us02web.zoom.us/rec/share/KGnQBZH3bihTEEe8R31saR6dfKvyxANDJI5xq1dzZKIZDl6o96dwQULNe5H7DRkE.sM3qimdjMTgaiK6p?startTime=1665516695000>

- [Link to Mini Lesson #3](#) -

<https://us02web.zoom.us/rec/share/KGnQBZH3bihTEEe8R31saR6dfKvyxANDJI5xq1dzZKIZDl6o96dwQULNe5H7DRkE.sM3qimdjMTgaiK6p?startTime=1665518015000>

Here are the Mini Lesson Plans regarding the case study:

**Mini Lesson on Finding Meaning in A Story and Organization of Writing  
(ELA) in *Pouting Peter***

Mini Lesson Plan #1

Reading in the Content Area

EDUC 5945

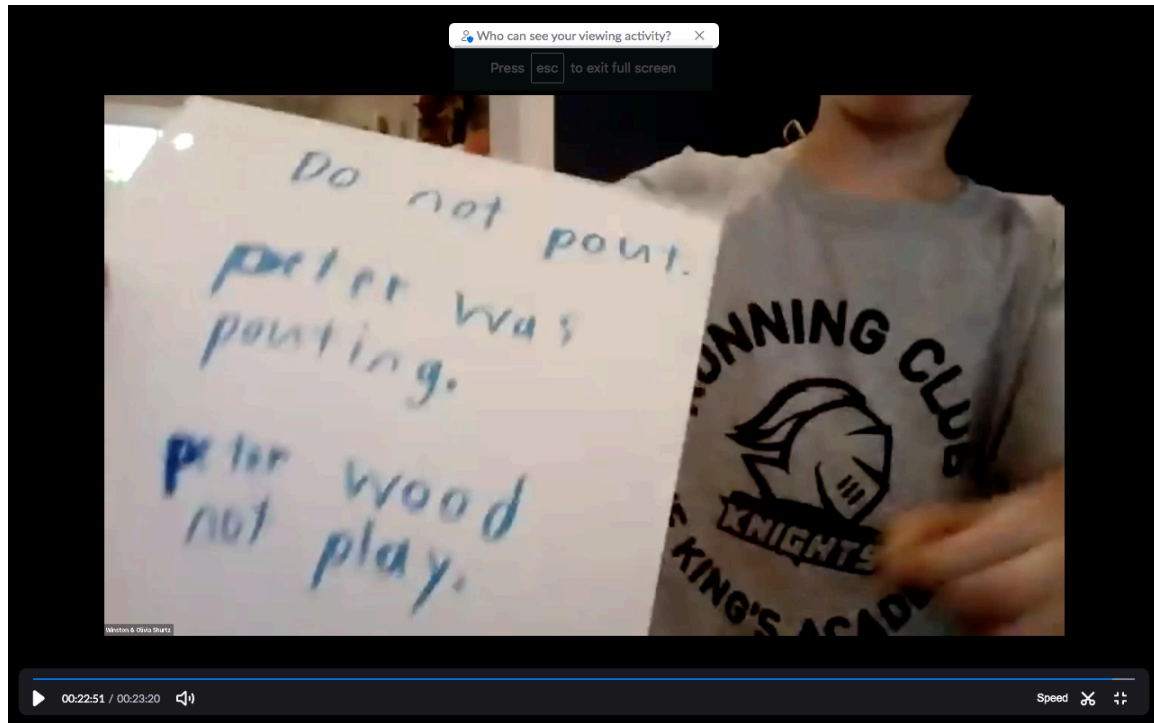
**Objectives:** Student will use the suffix –ing in the reading of the story *Pouting Peter*. Student will become familiar with spelling words that end in –ing. In addition the student will work on elements of the story such as setting, order of events and moral values.

**Materials:** *Pouting Peter* PowerPoint, 3 pieces of paper, markers



**The Procedure:**

1. Introduce the topic – We are going to be reading a story called *Pouting Peter*. This is using *-ing* words.
2. Share examples – Examples from the text include: pouting, setting, sleeping and fishing.
3. Provide Information – The teacher will present information regarding *Setting* (and its definition), *Main Characters* (and its definition), *timeline of events* (first, second, ...last), and the *moral of the story* (and its definition).
4. Supervise practice – The teacher will supervise the comprehension of the text by practicing with the student using a “Question and Discussion” (with open-ended questions).
5. Assess Learning – The teacher will examine the student’s “Storyboard worksheet” activity
6. Reflect – Did the student adequately understand the story? Were they able to listen and respond? Did they adequately come up with sufficient evidence on their storyboard worksheet? Did I teach professionally? Did I encourage the student? Was there ample time to finish all activities? What did the student learn?



Here is the teacher tool that was created for the case study student in order for him to improve upon the main features of a story. The student had reinforced to him the concepts of setting, main characters, order of events, main idea and the moral (or motto) of the story.

## Teacher Tool on Organization of Writing (A Storyboard Activity)

### POUTING PETER BY THELMA JOHNSON

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- Setting - Where did the story occur?
- Main Characters - Who was the story about?

### KEY DETAILS

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- What happened at the beginning?
- What happened in the middle?

## KEY DETAILS CONTINUED...

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- What happened at the end?
- Write a few sentences about what you learned...

### **Mini Lesson on Natural Disasters (Science + ELA)**

Mini Lesson Plan #2

Reading in the Content Area

EDUC 5945

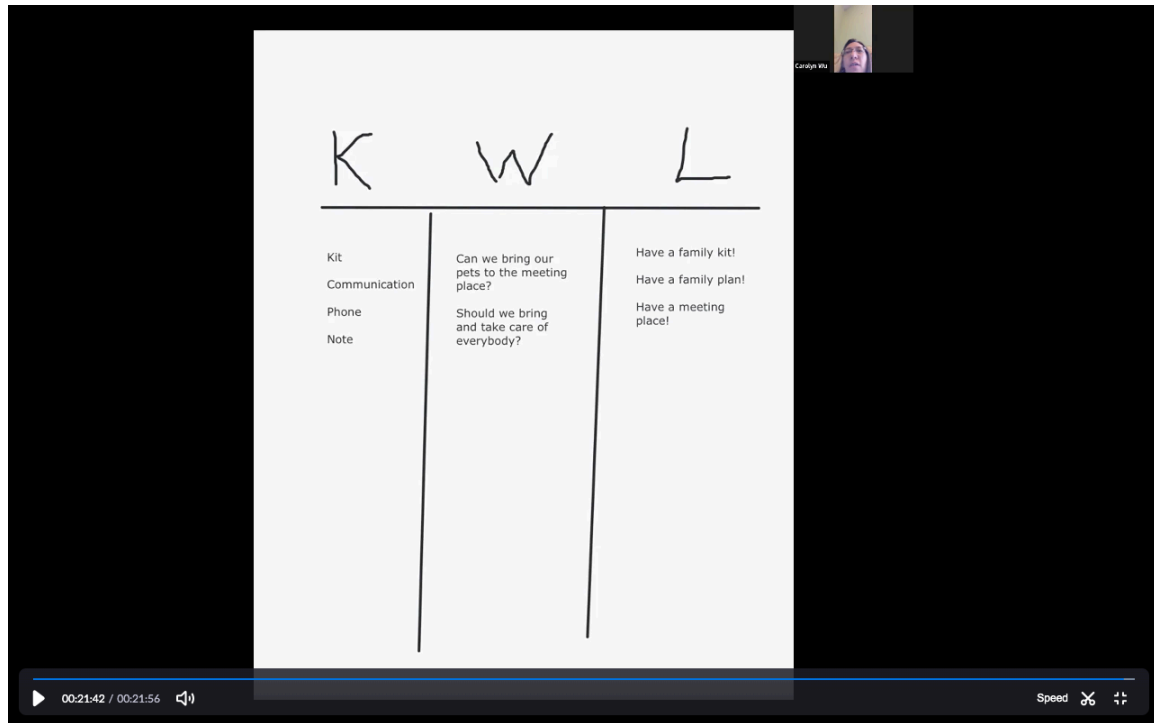
**Objectives:** The student will learn to create a family communications plan in the event of an emergency. This lesson coincides with the Thematic 2<sup>nd</sup> grade unit regarding natural disasters. They will also help to write in a KWL chart regarding what *they know*, what *they wonder* and what *they learned*. They will also begin to make and prepare a family emergency kit. They student will also practice reading a skit and practicing prosody.



**Materials:** CERT video, Emergency Preparedness Skit, and KWL chart (online whiteboard used)

**The Procedure:**

1. Introduce the topic – Student will watch the Disaster Dodgers video to introduce emergency preparedness.
2. Share examples- Student will then read the Activity 15 skit that talks about making a family communications plan in the event of an emergency. This helps with prosody and oral reading skills.
3. Provide Information – The student will complete the open-ended discussion questions after completing the skit. This skit provided them information about acting skills, enunciation and tonality in reading. It also provided them useful information regarding what to do in the event of an emergency.
4. Supervise practice – The teacher will then supervise the learning by having the student help complete a KWL chart.
5. Assess Learning – After completing the KWL chart, the teacher can assess the students learning to determine comprehension and understanding of concepts.
6. Reflect – What did the student learn? Was the student able to clearly communicate? Was their adequate time to complete the lesson? Did the student speak with good tonality, rate and fluency while “reading their lines” in the skit? How can I better prepare students for activities like this?



## Mini Lesson on Maps (Social Studies + MATH + ELA)

### Mini Lesson Plan #3

### Reading in the Content Area

EDUC 5945

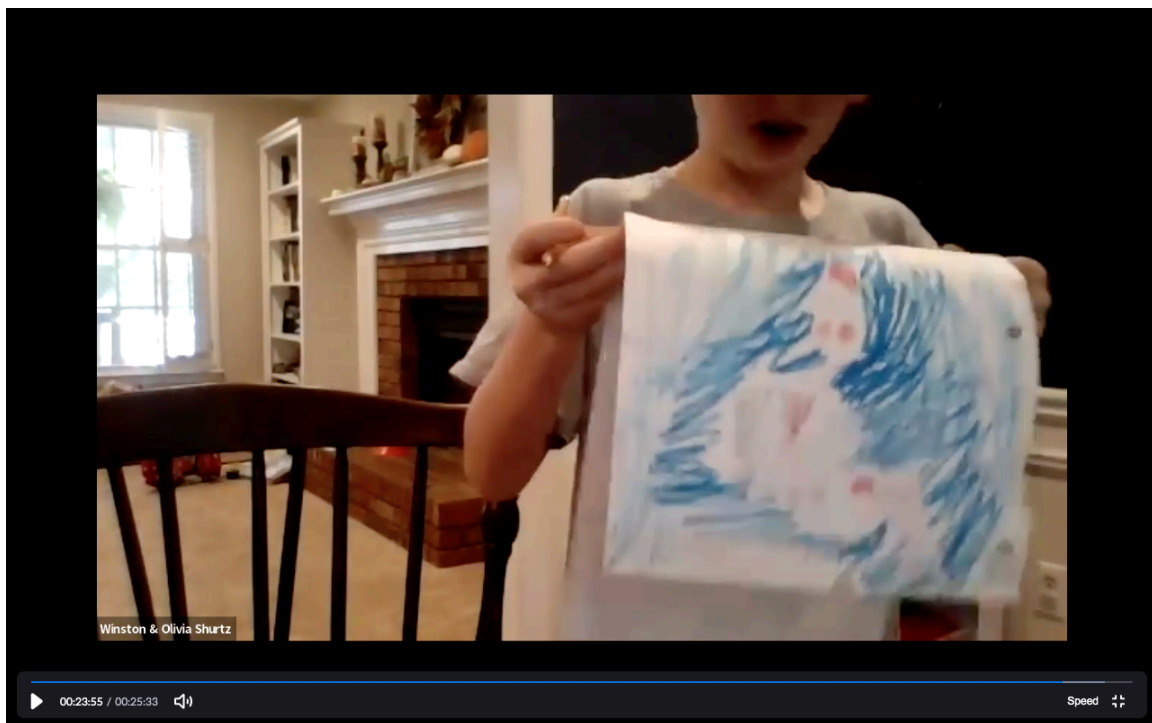
**Objectives:** The student will learn how to make a treasure map of their own island by implementing the features of a title, a map key, symbols and a scale.

**Materials:** *Map Scales* book, paper, markers, online whiteboard

**The Procedure:**

1. Introduce the topic – Student will have the book *Map Scales* read to them in order to introduce the topic of maps
2. Share examples – Student will look at the examples in the text about small scale and large scale maps.
3. Provide Information – The student will be given information about compass rose, cardinal directions, map key, symbols, a map scale and title.
4. Supervise practice – The student will review the whiteboard to see how the teacher creates a map from scratch. The student will be creating his map at the same time as the instruction.
5. Assess Learning – The teacher will review and look for student understanding by viewing the student's treasure map and having them discuss their map with the teacher.
6. Reflect – What could the teacher have done differently to increase learning? What types of map features were missing in the final project objective? Did the student learn to read a map? Did the student learn to make a map? Did the student engage in the instruction and find it interesting?

## Student's Final Project Objective – Treasure Map



### Students Final Project Objective – Treasure Map’s Post-Assessment Rubric:

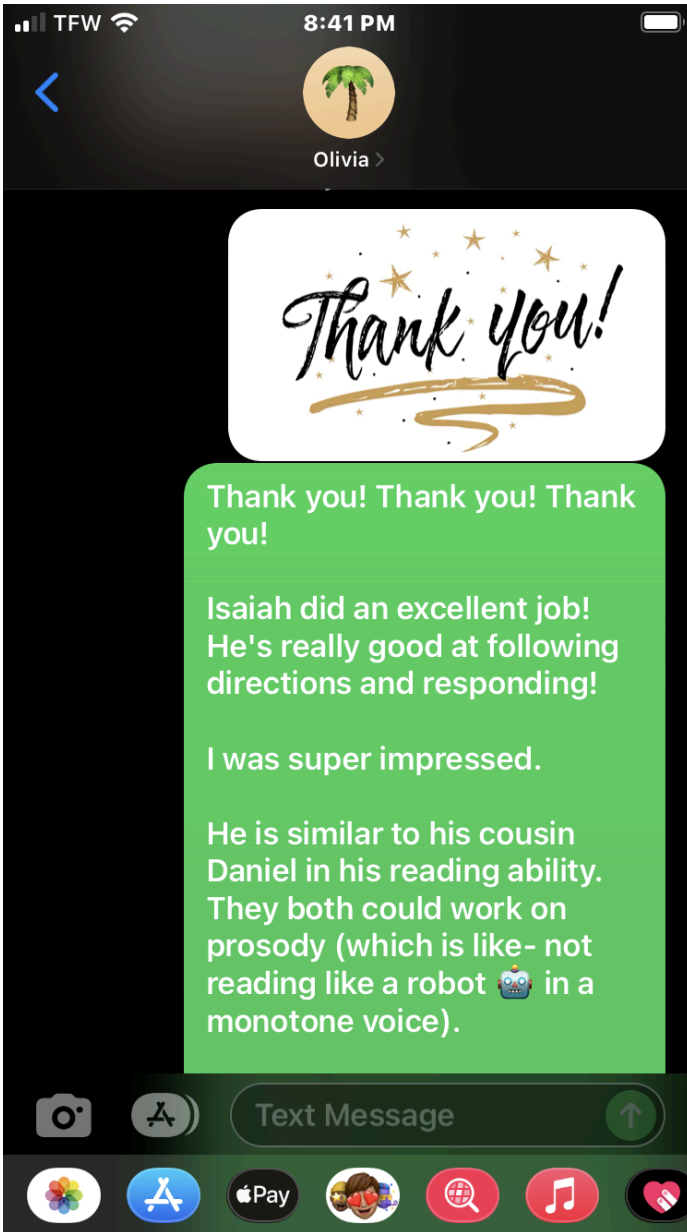
Score of 8	Score of 6	Score of 4	Score of 2
Students utilize related and thought-provoking map content and participate. Student understands the map concepts and puts the features on the map in an orderly fashion.	Students utilize related and thought-provoking map content and participate. Student understands the map concepts and puts the features on the map in an orderly fashion. There exists one or two corrections.	Students utilize related map content and participate. Student understands the map concepts and puts the features on the map. However it appears dysfunctional or inadequate.	Students does not utilize map content and participate fully.

### *Future Goals*

The tutee was a wonderful student that was easy to work with and considerate in all activities. He was thoughtful and logical as well as insightful and collaborative. Some important initiatives to start with this student would be to give him more experience reading scripts so that he can learn to read with prosody. This will be a fun activity for him, and it will help him to read in a more energetic and heartfelt way. Another concept that the student needs to work on is finding supporting details in a writing that would elaborate on higher-order thinking skills. He also could work on spelling with – ou words and capitalization of every letter in the alphabet. He did well on many aspects of reading with an increased rate and reading with comprehension. He is a fluent reader that does not stumble on his words and he is a clear communicator.

After talking with his parents, I sent them a “Thank you” text as well as a gift in the mail (a STEM lesson kit for crystal growing). The following is a picture of the text:







He is similar to his cousin Daniel in his reading ability. They both could work on prosody (which is like- not reading like a robot 🤖 in a monotone voice).

Haha! 😂 It's pretty common for their age...

Blessings to y'all and thank you again!



Carolyn Taylor Wu

I'll send him a gift 📺 in the mail and have it come your way in the next few days!

Thank you again!