

Case Study Rubric

	Unacceptable	Acceptable	Target
Cover Page NYSTS VI.5 AAQEP 1F	<p><i>Cover page missing</i></p> <p><i>Student name, location, or other easily identifiable information appears in places other than cover page.</i></p>	<p>Cover Page includes some information, re.:</p> <ul style="list-style-type: none"> Canisius University, course number and name Dates of intervention Student name, age, grade level Location of intervention Name of diagnostician and mentor <p>No identifying information appears anywhere else in the report.</p>	<p>Cover Page includes:</p> <ul style="list-style-type: none"> Canisius University, course number and name Dates of intervention Student name, age, grade level Location of intervention Name of diagnostician and mentor <p>No identifying information appears anywhere else in the report.</p>
Background Information ILA 2.1, 3.1, 3.2, 4.1, 5.1 NYSTS I.1, I.4, I.5, V.2 AAQEP 1b/c/d, 2a	<p>Narrative includes minimal information on the child as a person, and/or as a reader</p> <p><i>Section includes irrelevant or biased information</i></p>	<p>Narrative includes some information on the student as a person:</p> <ul style="list-style-type: none"> Family Health Personal, community and cultural assets <p>and reader:</p> <ul style="list-style-type: none"> School circumstances Existing test data Attitudes Observational information 	<p>Narrative includes significant and pertinent information on the student as a person:</p> <ul style="list-style-type: none"> Family Health Personal, community and cultural assets <p>and reader:</p> <ul style="list-style-type: none"> School circumstances Existing test data Attitudes Observational information
Assessments SEHS LG 1b, 4a ILA 2.1, 3.1, 3.2, 6.1 NYSTS V.1, V.2, V.5 AAQEP 1d	<p>Candidate did not identify or explain the purpose for administering measures based on student need.</p>	<p>Candidate identified and explained the purpose for administering most of the measures based on student need.</p>	<p>Candidate identified and explained the purpose for administering every measure based on student need.</p>
Data SEHS LG 2 ILA 3.1 NYSTS VI.5 AAQEP 1d, 1f	<p>Results from assessments are missing or inaccurate.</p> <p>Data not anonymized.</p>	<p>Results from assessments are accurately calculated and recorded.</p> <p>All assessment data is anonymized.</p>	<p>Results from assessments are accurately calculated and recorded. Results are well-formatted and easy to locate in Appendix B.</p> <p>All assessment data is anonymized.</p>
Testing Conclusions SEHS LG 2 ILA 3.4 NYSTS V.4, VII.2 AAQEP 1d	<p>Candidate did not interpret result of assessments</p> <p>Conclusions missing, poorly explained, or lack support</p>	<p>Candidate interpreted result of assessments.</p> <p>Conclusions are explained and mostly supported by assessment data</p>	<p>Candidate interpreted result of assessments with examples and descriptions of actual performance.</p> <p>Conclusions are clearly explained and well-supported by assessment data.</p>

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	Instructional goals are not clearly aligned to student strengths and needs.	Instructional goals are based upon student strengths and needs as evident in assessment and observation.	Instructional goals are based upon student strengths and needs as evident in assessment and observation.
Teaching SEHS LG 2 ILA 2.1, 5.1, 5.2, 4.3, 5.3 NYSTS II.1, II.3, II.4, II.5, II.6, III.1, III.4, III.5, III.6, IV.1 AAQEP 1a/b/c/d/e	Candidate did not show evidence of teaching diagnostically. Fewer than 10 activities or they are not : <ul style="list-style-type: none"> aligned with goals, matched to student developmental level Minimal variety in methodologies, materials, and activities. Research-base not evident. No evidence of technology for teaching and learning.	Candidate taught diagnostically as reflected in narrative observations and reflections. Minimum of 10 lessons/activities: <ul style="list-style-type: none"> align with goals, match student developmental level organized by date some incorporate student assets Some variety in research-based methodologies, materials, and activities Evidence of technology for teaching and learning.	Candidate effectively taught diagnostically as reflected in narrative observations and reflections. 10 or more lessons/activities: <ul style="list-style-type: none"> align with goals, match student developmental level organized by date some incorporate student assets some allow for student choice A wide range of research-based methodologies, materials, and activities. Appropriate use of technology for teaching and learning.
Description of Interventions ILA 2.2, 2.3, 5.2 NYSTS II.6, III.3, III.6 AAQEP 1a/b/c/d	Candidate minimally <ul style="list-style-type: none"> names each strategy the rational for choosing it the phase of literacy targeted how the skill/strategy was introduced, modeled, and practiced Texts and author are omitted . Student Response to strategies are minimal or missing .	Candidate mostly <ul style="list-style-type: none"> names each strategy the rational for choosing it the phase of literacy targeted how the skill/strategy was introduced, modeled, and practiced Texts and author are identified. Student Response to strategies (what worked and what didn't or is not yet mastered by the student) is described with anecdotes or data.	Candidate clearly and specifically <ul style="list-style-type: none"> names and describes each skill/strategy the rational for choosing it the phase of literacy targeted how the skill/strategy was introduced, modeled, and practiced Texts, authors, and reason for use (decodable skills, content, level) are identified. Student Response to strategies (what worked and what didn't or is not yet mastered by the student) is described with anecdotes and data.
Summary ILA 3.4, 6.1, NYSTS V.3, V.4, VII.1 AAQEP 1a/b/c/d	Minimal synthesis of findings from assessment and teaching. Adequately describes fewer than 4 of the following : <ul style="list-style-type: none"> Strengths and weaknesses child's self-concept, 	Candidate synthesized the findings from assessment gathered during testing and teaching. Adequately describes 4-5 of the following: <ul style="list-style-type: none"> Strengths and weaknesses child's self-concept, attitude toward reading 	Candidate effectively synthesized the findings from assessment gathered during testing and teaching. Precisely describes all of these : <ul style="list-style-type: none"> Strengths and weaknesses in multiple areas child's self-concept, attitude toward reading

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	<ul style="list-style-type: none"> attitude toward reading attitude toward reading instruction amount of reading reading interests 	<ul style="list-style-type: none"> attitude toward reading instruction amount of reading reading interests 	<ul style="list-style-type: none"> attitude toward reading instruction amount of reading reading interests <p>Disclaimer included</p>
Recommendations for Home and School SEHS LG 2, 3A ILA: 2.2, 3.4, 5.1, 6.2 NYSTS VI.2, VI.3 AAQEP 1a/b/c/d 2a	Candidate does not include pragmatic and doable suggestions for parents/guardians that are age appropriate for the student. or Candidate does not make reasonable recommendations to the school for areas of instruction and continued monitoring Fewer than six recommended texts included	Candidate outlines pragmatic and doable suggestions for parents/guardians that are age appropriate for the student. and Candidate makes reasonable recommendations to the school for areas of instruction and continued monitoring At least six recommended texts included	Candidate outlines specific , pragmatic, and doable suggestions for parents/guardians that are age appropriate for the student with links to guidance or materials . and Candidate makes reasonable recommendations to the school for instruction and continued monitoring Six or more recommended texts included
Citations and References ILA: 6.1 NYSTS VI.1, V11.4 AAQEP 1f	Multiple errors in citations, references and/or AI notification. Note that significant errors or omissions in citations, references, and/or AI notation will result in formal academic dishonesty charges with additional penalties.	Research-based assessment, instruction and materials are cited. Reference list is mostly complete. Reasonable attempt at APA 7 style AI, if used, is identified with tools, prompts and outputs included in Appendix H	Research-based assessment, instruction and materials are appropriately cited. Reference list is complete . Citation and references are in APA 7 style . AI, if used, is identified with tools, prompts and outputs included in Appendix H
Writing Quality ILA 6.1 NYSTS VI.1 AAQEP 1f	Message quality is poor Missing assessments or materials Errors in writing conventions make comprehension difficult.	Message quality is good Assessments and materials are identified Writing has few errors in conventions.	Message quality is strong All assessments and materials are properly identified (see assessment section of assignment) Writing has minimal errors in conventions.
Presentation of report to stakeholders SEHS LG 2, 3A ILA 3.4, 6.4 NYSTS VI.2, VI.3 AAQEP 1f, 2a, 2c	Candidate did not share the details and implications of the report information with stakeholders as required in this course.		Candidate effectively shared the details and implications of the report information with stakeholders as required in this course.

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