

Texas A&M University-Texarkana Course Syllabus

RDG 354: Assessment-Driven Literacy Instruction

Spring, 2022

Course Description: This course provides a framework for assessing students' reading strengths and weaknesses in all areas of literacy. Effective assessment techniques and research-based strategies to scaffold student learning will be explored. **Prerequisite:** RDG 350 and admission into the Teacher Preparation Program.

Textbooks needed
Kilpatrick, D.A. (2016). <i>Equipped for reading success</i> . Syracuse, NY: Casey & Kirsch Publishers. ISBN: 9780964690363
NOTE: Order from this website - https://equippedforreadingsuccess.com/ ; USED IN RDG 354 ALSO; BUY DON'T RENT
Honig, B., Diamond, L., & Gutlohn, L. (2013). <i>Teaching reading sourcebook</i> . Berkeley, CA: CORE ISBN: 9781634022354 NOTE: need 3rd edition NOTE: USED in RDG 352 and 354 ALSO; BUY DON'T RENT
Carreker, S. & Birsh, J.R. (2019). <i>Multisensory teaching of basic language skills activity book</i> , 4 th Edition. Baltimore, MD: Paul H. Brookes Publishing Co. ISBN: 978-1-68125-308-4 NOTE: USED IN RDG 352 ALSO; BUY DON'T RENT

University Student Learning Outcomes: By the end of this course, students will be able to:

- Engage in productive communications with the families of Case Study students to respectfully learn about the student's background and share information regarding assessments to help support student learning. (HLP #1 – Communicating with Families: <https://library.teachingworks.org/curriculum-resources/high-leverage-practices/>)
- Students will select and administer appropriate literacy assessments and evaluate results to design data-driven instruction. (HLP #2 – Selecting and designing assessments: <https://library.teachingworks.org/curriculum-resources/high-leverage-practices/>)
- Create a 400-600 word constructed response for a Case Study/data set for a K-2nd grade student utilizing academic language and appropriate APA formatting and academic language.
- Participate in rehearsals and enactment regarding assessment for effective literacy intervention and then analyze results in order to provide reflective feedback to peers and self-analysis to increase classroom effectiveness and student achievement (Rehearsals, Academic writing)
- Practice giving and receiving reflective feedback to peers and also self-assessing assessment procedures, adjusting actions/resources in response to feedback (Academic writing, Academic language)
- Discuss and design strategies to create and foster a culture that supports diversity, equity, and inclusion (DEI) with a focus on the four dimensions of equity.
- Identify the characteristics of the stages of literacy development after assessing a student and determine whether the student has need for intervention.
- Explain the types, selection and uses of data-driven developmentally appropriate assessments and assessment practices to effectively support students' learning.
- Demonstrate proficiency in the use of assessments for phonological awareness, oral language, Letter and Sound Naming Fluency, Phonics, Comprehension, Written Expression, Spelling and Fluency first through rehearsal and then enactment with Case Study students.
- Use data-driven practices including formal and informal assessment to create intervention plans for students utilizing high-quality instructional strategies.
- Identify accommodations and determine appropriate use with students who are Tier 1 and/or English Learners, and those served by Section 504 and Special Education.
- Analyze state assessment data to determine deficits to address weaknesses through TEKS-based instruction.
- Explore and demonstrate a variety of research-based strategies that are aligned to the TEKS and the Science of Teaching Reading, and then determine which strategies are needed to close gaps in student data. (Performance Assessments)

Methods of Evaluation:

Graded Components	DUE DATE and DETAILS	Point Totals
Quizzes	Weekly quizzes as assigned regarding reading 6 @ 20 points each	120 points
STR Pre-Test and reflection on DB	20 points for completed assessment; 50 points for reflection on results and weak areas. - DUE: 1/25 by 11:59 p.m. 10 points for each of THREE responses to peers – DUE by 2/1 at 11:59 p.m.	100 points
Practice PAST	DUE: 2/1 by 11:59 p.m. You will submit a video of you giving the PAST to someone (not your Case Study student) and also submit your completed assessment form for feedback prior to giving the assessment to your Case Study student.	25 points
	DUE throughout the semester as assigned in Blackboard and including the following sections: 1.Letter Naming Fluency (5) – DUE 2/1 by	225 (25 points for each section)

<p>Intervention Folder *TK20 assignment*</p>	<p>11:59 p.m. 2. Phonological Awareness (pp. 118-119 in <i>Sourcebook</i>) – DUE 2/8 by 11:59 p.m. 3. Phonics (3) and Sight Words (2) – DUE by 2/22 at 11:59 p.m. 4. Fluency (5) – DUE 3/1 by 11:59 p.m. 5. Handwriting (5) DUE 3/1 by 11:59 p.m. 5. Spelling/Morphemic Awareness (5) – DUE 3/15 by 11:59 p.m. 6. Vocabulary (5) – DUE 3/29 by 11:59 p.m. 7. Comprehension – DUE 3/29 by 11:59 p.m. 8. Writing (5)– composition DUE by 4/12 by 11:59 p.m.</p>	<p>3 points for each activity; 10 points for correct format and description</p>
<p>Discussion Board Posts</p>	<ul style="list-style-type: none"> • STR Reflection • Rehearsal • Dyslexia assessment data discussion <p>Minimum 250-word reflection (20 points). Follow instructions in BB module as assigned. Will respond to THREE peers' reflection the following week (10 points each).</p>	<p>150 points</p>
<p>Assessment Reflections</p>	<ol style="list-style-type: none"> 1. Student will write a 250-word minimum reflection after conducting each assessment group as outlined below. 2. The reflection will include the following: <ol style="list-style-type: none"> a. Observational data – what did you observe of the student while testing? Cooperative? Restless? Etc.... (5 points) b. Data analysis based on assessment results (attach copy of tests to discussion post for review) (10 points) c. reflection on how you might improve your assessing to ensure the most accurate results. (5 points) d. Recommendations for intervention (10 points) 3. You will then respond to TWO peers' discussion board posts (by Wednesday after initial post) – Response must be 	<p>150 points</p> <p>First two - 50 points for each post: 30 points for initial post and 10 points for each detailed response to peers</p> <p>Peer review of Case Study #2 data – 50 points</p>

	<p>150-words minimum and include suggestions/recommendations for improvement AND intervention.</p> <p>Case Study #1 Assessment Groupings:</p> <ol style="list-style-type: none"> a. PAST and Phonics – DUE 2/22 by 11:59 p.m. b. Fluency, Comprehension and Handwriting – DUE 3/1 by 11:59 p.m. <p>Case Study #2 Components</p> <ol style="list-style-type: none"> a. Student/Teacher/Parent Interview TAPR data summary DUE 3/29 By 11:59 p.m. c. Assessment Groupings/peer review of data: Comprehension, Vocabulary, Fluency, Spelling, Writing, and Oral language –DUE: 4/19 by 11:59 p.m. 	
<p>Case Study #1 – 1st or 2nd grader</p> <p>Introduction to Case Study (Student/Parent and Teacher Interview/TAPR Review)</p> <p>Final Written Report with Interventions Proposed</p>	<p>DUE: 2/15 by 11:59 p.m.</p> <p>DUE: 3/15 by 11:59 p.m. (100 points for detailed analysis of interventions that would be appropriate)</p>	<p>100</p> <p>200</p>
<p>Intervention lessons</p>	<p>Create TWO intervention lesson plans</p> <ul style="list-style-type: none"> • Phonemic awareness and phonics • Comprehension, fluency, handwriting and oral language (March) 	<p>100 points</p>
<p>Lesson plan presentations/Observations</p>	<p>Video yourself presenting your lesson plans to your Case Study student (15 minute maximum); watch your video and write a 250-word minimum reflection on your instruction and what you might do to improve</p> <p>You will respond to THREE peers’ lessons and</p>	<p>100 points (50 each)</p>

	video reflections providing useful feedback (10 points per response)	60 points total
Constructed Response Assignment	Students will complete a practice CR after classroom discussion of data set. (Academic writing)	50 points
Peer review of Case Study #2 data	DUE 4/19	50 points
Case Study #2 3rd-5th grade student Presentation ONLY	DUE: 4/26 by 11:59 p.m. (100 points for detailed analysis of interventions that would be appropriate according to the data)	200
Responses to Case Study #2	DUE 5/3 by 11:59 p.m. Respond to FIVE peers' presentations with a minimum 200-word response providing more depth of insight AND recommending at least ONE additional intervention that could be used. Responses such as "Good job!" will not be counted toward the 150-word minimum.	100 (20 points each)
TOTAL POINTS		1730 points

Course Assignments:

1. TWO Case Studies –

a. Case Study #1:

- i. Students will choose a student in grades 1st through 2nd grade to create a case study around from the assessments that will be administered this semester. (IF you choose a 1st grader, a repeat 1st grader would probably yield more results with your assessments; but this is NOT MANDATORY.)
- ii. A parent permission will be signed within the first 2 weeks of class (for Case Study #1) and then the student will spend the first half of the semester administering the appropriate foundational assessments as they are practiced/taught in the course and analyzing the data.
- iii. Case Study Introduction - Students will create an introduction to the Case Study providing detailed information about the student's campus from the TAPR (if student does not live in Texas you will be responsible for looking for information that will support the same types on information required from the TAPR). Campus size, class size, mobility, teacher experience level and ethnicity breakdown of the campus should be included. Lastly, the academic background of the student gained from interviewing teacher, parent and student will also be included (see Case Study Folder on Blackboard for more information).

b. Case Study #2 –

- i. Choose a student in grades 3-5.
 - ii. Then, you will interview the teacher and parent and gather background information about the school just as you did in Case Study #1.
 - iii. Then, you will administer the following assessments: comprehension, fluency, spelling, vocabulary, writing, and oral language (see assignment list in syllabus for overall due dates).
 - iv. Peer review of data in lieu of assessment reflection. Do you need to administer the PAST and phonics assessments or not (indicated by data)?
 - v. **NOTE: If the student shows great deficits in comprehension and fluency, you will ALSO administer the phonics and PAST assessments in order to pinpoint exact difficulties.**
2. Case Study Presentation – A **narrated** PowerPoint presentation to summarize data gathered from all assessments, reflect on the process and provide intervention recommendations needed based on the data.
3. Peer Responses to Case Study presentations - You will respond to FIVE peers' presentations with substantive feedback (200-word minimum response providing at least ONE additional intervention recommendations AND any further insights tied to the data shared).
4. Assessment Reflections - After each assessment group (see assignment chart in syllabus) is administered, the results (masking student's identifiable information) will be posted to the Discussion Board with a minimum 250-word discussion of results, data analysis and recommended areas for intervention (using interventions from the Intervention Folder).
5. Assessment reflection peer responses – You will respond to TWO peers' assessment reflections with 150-word minimum response adding substantive feedback regarding the data analysis AND additional intervention suggestions. This will occur after each set of assessment results is posted.
6. Intervention Folder - As students are learning about each assessment, they will also be learning about how to intervene with different literacy skills. Students will create a document that will include a picture snipped of the activity (Reading Rockets, FCRR, UFLI, *Sourcebook* or *Equipped for Reading Success*) and an explanation/summary of how AND why the activity will be used for each of the following areas of literacy: letter naming fluency, phonological awareness, phonics/sight words, handwriting, reading fluency, vocabulary, spelling/morphemic awareness, writing, and comprehension. A minimum of FIVE interventions will be included in each folder (except for phonological awareness).
7. Constructed Response Practice – The STR Certification test requires a Constructed Response of 400-600 words. To prepare for this, we will discuss a data set as a class, I will go over the requirements of the CR, and then you will write a CR. You will then receive feedback from Dr. Cordray to help you improve your CR.

8. Discussion Board Posts – There will be FOUR DB assignments throughout the semester as explained below:
- a. STR Practice Test and Success Plan – You will take the STR practice test during week 1. Then, after grading your responses, you will make a plan for how to strengthen weak areas.
 - b. Rehearsals – You will video two assessment practices (PAST and one of your choice from Case Study #2) and reflect on your practice and how you might improve. You will also respond to THREE peers’ rehearsal reflections to offer recommendations/feedback.
 - c. Case Study #2 Introductory Assignment – mimics what you do for Case Study #1 but will be completed on DB with THREE peer responses expected the following week.

RDG 354 - Spring, 2022 Expanded Course Schedule

- *Weeks noted in RED will be ONLINE, synchronous and/or asynchronous meetings.***
****Weeks noted in GREEN will be face to face classes during our regularly scheduled class time. ****

**Week 1: January 19-25: We will MEET from 7:00-9:45 p.m. ONLY
(Dr. Cordray will be at Main Campus and NTCC will remote using TTVN)**

IN CLASS:

1. Syllabus Discussion
2. Discuss Case Study and Intervention folder
3. Phoneme Inventory
4. STR Practice Exam taken and graded

AFTER CLASS:

5. **START HERE assignments:**

- a. Complete Google Form if have not already completed
- b. If you did not Complete Phoneme Inventory in class

6. **Case Study Assignments:**

- a. Identify a student in grades 1-2 that you can use for your Case Study #1. - Parent Permission form located in Case Study Folder - **DUE February 8 by 11:59 p.m. to link in BB**
- b. Contact the child's teacher by email **ASAP**. Send the teacher an introductory email asking for input on your student. Let them know that you have the parent's permission and that you are working on a project for a class at TAMU-T. Tell them you will be glad to complete an interview by phone or send a few questions. Give **DEADLINE**. *You may need to show them the parent permission.
- c. Set a time with parent to interview them and visit with student to begin establishing relationship of trust **during week 2** – HLP #2

7. **Preparation for Week 2:**

- a. Read pp. 744-753 in *Reading Teachers' Sourcebook* and pp. 5-10 and A18-A19 in *Assessing Reading* (**available in Blackboard module 1**)
- b. Read pages in module 1 regarding RtI
- c. Take quiz over reading - **DUE 1/25 by 11:59 p.m.**
- d. Write a reflection for the Discussion Board – minimum 250-words discussing where you feel you are in your learning regarding STR content and what you plan to do to be ready to test before the end of the semester. (You will respond to **THREE** peers' reflections in week 2)

**Week 2: January 26-February 1 –Types/purpose of assessments and Research-based Interventions to use in RtI
(CORDRAY at NTCC; Main on Zoom)**

IN CLASS:

1. Purpose and types of assessments – What type are we conducting?
2. Jigsaw - <https://www.readingrockets.org/article/catch-them-they-fall-identification-and-assessment-prevent-reading-failure-young-children>
3. RtI lecture and requirements (TEA)
4. Discuss differentiated instruction – Who do you differentiate for in the classroom? RtI
5. Evidence-based interventions – Where do I look? – BEGIN Letter Naming Fluency assignment
6. Initial Case Study assignment – interviews
7. phoneme inventory – DUE 2/15 at latest

AFTER CLASS:**1. Case Study assignments:**

- a. Get a permission slip signed. Scan and submit in BB link in the Case Study folder
DUE – 2/8 by 11:59 p.m.
- b. Follow up with teacher.
- b. Interview the parent (see resources in Case Study folder) about any information that may impact the student’s reading ability: family history of reading problems, born prematurely, interest in reading, read together at home, past performance in reading at school, etc...

2. Preparation for Week 3 learning:

- a. Read Chapters 2-3 AND 8-11 (35 pages total) in *Equipped for Reading Success*
- b. Take timed quiz over reading – DUE 2/1
- c. Watch video of PAST test administration (link in module 2 in BB)
- d. print form A from www.pasttest.com website and BRING to class week 3
- e. Complete Intervention Folder for Letter Naming Fluency – DUE 2/1 by 11:59 p.m.
- f. Respond to THREE peers’ STR practice test reflection on the DB (150-minimum words; must further the discussion not just say good job or I agree)

UPCOMING ASSIGNMENTS:

Introductory assignment for Case Study – **DUE 2/15 by 11:59 p.m.**

**Week 3: February 2-8 : Phonemic Awareness and the PAST
(CORDRAY at Main Campus; NTCC on TTVN with Maria)**

IN CLASS:

1. Go through a TAPR and discuss answers to the following questions:

- a. How many students are enrolled in the school?
 - b. What are the percentage of each demographic group in the school?
 - c. How many students are in each class by grade?
 - d. What is the percentage at risk students?
 - e. What are the staff qualifications/demographic breakdown? Does it match student demographics?
4. Phoneme Inventory and Phonemic awareness practicum
 5. Practice PAST test with Dr. Cordray and then partner and score assessment

AFTER CLASS:

1. Rehearsal #1 - Practice PAST with friend/spouse/child at home and send video and results to Dr. Cordray – **DUE 2/8 by 11:59 p.m.** for feedback
2. Watch your rehearsal video and reflect on your implementation of the assessment – write a 250-word minimum reflection for the Discussion Board on how you did and what ways you need to improve prior to administering to your Case Study #1 student – **DUE 2/8 by 11:59 p.m.** (will respond to THREE peers' reflections in week 4)
3. Schedule a time during **week 5** to give assessments with student (after receiving feedback on PAST from Dr. Cordray and practicing other assessments in class)
4. Complete Intervention Folder for Phonological Awareness (reference pages 118-119 in *Sourcebook*) – **DUE 2/8 at 11:59 p.m.**
5. Review chapter 4 in *Sourcebook* and Read Chapter 12 in *EFRS*.
6. Take quiz over reading **by 2/8 at 11:59 p.m.**
7. Cut apart syllable types worksheet to use in class in week 5 (OR BRING yours from RDG 350/501) and your CLOVER handout

Week 4: February 9-15 – Phonics**CORDRAY at NTCC; Main campus students attend on Zoom****IN CLASS:**

1. Reflect on PAST practice test – data analysis on what next after a PAST (bring EFRS)
2. Distinguish between PA and phonics – look at TEKS vertical alignment document
4. Discuss Orthographic Mapping – EFRS jigsaw
5. Syllable types – CLOVER handout and PRACTICE
6. Review Sound chaining; Elkonin boxes; Heart word procedure
7. Phonics and sight word assessments review

AFTER CLASS:

1. Respond to THREE peers' Rehearsal #1 reflection on the DB with a minimum 150-word response for each adding to the conversation and making recommendations for improvement. – **DUE 2/15 by 11:59**

p.m.

2. Complete Introductory Case Study Assignment – **DUE 2/15 by 11:59 p.m.**

Week 5 – February 16-22: NO CLASS – use time to assess student for PAST and phonics/sight words

ASSIGNMENTS:

1. Complete Phonics Intervention Folder assignment – **DUE 2/22 by 11:59 p.m.**
2. Complete PAST, Phonics and Sight word assessments – **DUE 2/22 by 11:59 p.m.**
3. Create a 250-word assessment reflection and post to Discussion Board WITH copies of the assessments (mask identifying information) **by 2/22 by 11:59 p.m.**
4. Read Chapter in *Sourcebook* on fluency assessment and pages in your Assessment text regarding fluency
5. Take quiz over reading
6. Print pages needed for fluency assessment (assessment text AND BB – prosody rubric) prior to week 6 class

Week 6 – February 23-March 1: Fluency and Comprehension Assessment for 1st-2nd graders (NTCC and Main campus will meet on synchronous Zoom ONLY)

IN CLASS:

1. Discuss fluency and how it is assessed
2. Practice fluency assessments
3. Prosody rubric
4. How do you assess comprehension for 1st and 2nd graders?
5. Handwriting – watch video and look at TEKS

AFTER CLASS:

1. Respond to TWO peers' assessment reflection on PAST/phonics with 150-word minimum post adding insight into data analysis AND recommending at least ONE intervention not mentioned – **DUE 3/1 by 11:59 p.m.**
2. Complete Intervention Folder for Reading fluency and Handwriting – **DUE 3/1 at 11:59 p.m.**
3. Assess your Case Study student for fluency, comprehension, and handwriting – **DUE 3/8**
4. Create a 250-word assessment reflection and post to Discussion Board WITH copies of the assessments (mask identifying information) **by 3/8 by 11:59 p.m.**

Week 7: March 3-8: NO CLASS – Assess student

1. Assess your Case Study student for fluency, comprehension, and handwriting – **DUE 3/8**
2. Create a 250-word assessment reflection and post to Discussion Board WITH copies of the assessments (mask identifying information) **by 3/8 by 11:59 p.m.**
3. Watch videos on spelling assessment and take quiz – **DUE 3/8 by 11:59 p.m.**
4. Identify student for Case Study #2 if you have not already done so – **DUE 3/22 by 11:59 p.m.**

**Week 8: March 9-15: Spelling and Case Study #1
(CORDRAY at NTCC; Main campus students participate on Zoom)**

IN CLASS:

1. Review spelling assessment
2. Review morphemic awareness and Discuss relationship of morphemic awareness to spelling – look at WTW assessment
3. Practice scoring a spelling assessment
4. Discuss written case study – **DUE 3/15 by 11:59 p.m.**
5. Discuss requirements for Case Study #1 presentation – **DUE 3/15 by 11:59 p.m.**

AFTER CLASS ASSIGNMENTS:

1. Complete spelling intervention folder. – **DUE 3/15 by 11:59 p.m.**
2. Complete written Case Study #1 and presentation (post to DB)– **DUE 3/15 by 11:59 p.m.**
3. Identify student for Case Study #2 if you have not already done so – **DUE 3/22 by 11:59 p.m.**

**Week 9: March 23-29–Comprehension, Oral language, Writing and Vocabulary Assessments
(CORDRAY at Main campus and NTCC students participate by TVNN)**

IN CLASS:

1. Practice assessments and discuss Case Study #2
2. Rehearsal #2
3. Practice Constructed Response based on data discussion (bring laptop)

ASSIGNMENTS:

1. Watch rehearsal video and create a reflection on how you did and how you can improve when you are enacting with your Case Study #2 student. (250-word minimum)
2. Complete Intervention Folders for Comprehension (**MUST include:** Anticipation Guide and KWL + at least two graphic organizers for informational text listed in chapter 12, along with a story map) and Vocabulary (**MUST include** a Frayer model PLUS 4 other choices) – **DUE 3/29 by 11:59 p.m.**
3. Schedule a time to assess Case Study #2 student with spelling (10 minutes), vocabulary (3 minutes), writing (10 minutes), fluency (5 minutes), comprehension (3 minutes) and oral language (2 minutes = TOTAL of 33 minutes) – **DUE 4/19**

Week 10: March 30 – April 5- OFF TO ASSESS

1. Respond to FIVE peers' Case Study #1 presentations with 150-word minimum response adding to the analysis of data AND recommendations for intervention. **DUE 4/5 by 11:59 p.m.**

2. Complete Intervention Folders for Comprehension (**MUST include:** Anticipation Guide and KWL + at least two graphic organizers for informational text listed in chapter 12 in *Sourcebook*, and your choice of a story map). – **DUE 4/5 by 11:59 p.m.**
3. Complete Intervention Folder for Vocabulary (**MUST include** a Frayer model PLUS 4 other choices) – **DUE 4/5 by 11:59 p.m.**
4. Schedule a time to assess Case Study #2 student with vocabulary (3 minutes), writing (10 minutes), fluency (5 minutes), comprehension (3 minutes) and oral language (2 minutes) – **DUE 4/19**

Week 11: April 6-12: Writing

ASYNCHRONOUS CLASS:

1. Listen to writing lecture and practice different types of writing strategies referred to throughout the lecture. **DUE by 4/12 at 11:59 p.m. (BONUS points)**
2. Create a writing intervention folder – **DUE 4/12 by 11:59 p.m.**
3. Complete Introductory Assignment (on Discussion Board) mimicking one done for Case Study #1 – **DUE 4/12**
4. Schedule a time to assess Case Study #2 student with vocabulary (3 minutes), writing (10 minutes), fluency (5 minutes), comprehension (3 minutes) and oral language (2 minutes) – **DUE 4/19**

Week 12: April 13-19: OFF TO ASSESS

ASSIGNMENTS:

1. 1. Assess your Case Study student for fluency, comprehension, vocabulary, spelling, writing and oral language – **DUE 4/19**
 2. Peer review your data with student in RDG 354; decide whether you need to also administer the PAST and phonics assessments to further decipher weaknesses. Then, post a 250-word minimum initial post on DB summarizing the feedback received and next steps needed based on peer evaluation – **DUE 4/19 by 11:59 p.m.**
 3. Respond to THREE peers' Case Study #2 Introduction with 150-word minimum response – **DUE 4/19 by 11:59 p.m.**
3. Read chapter 14 in *EFRS* and resources in week 12 module regarding dyslexia. Take quiz over reading and resources by **4/19 by 11:59 p.m.**

Week 13: April 20-26 – Compensators and Dyslexia (CORDRAY at NTCC; Main campus students on Zoom)

IN CLASS:

1. Discuss reading content and tour the IDA website.
2. Clarify expectations for Case Study #2 and responses

AFTER CLASS:

1. Respond to TWO peers' peer evaluation/assessment reflection with 150-word minimum response. Comments such as "Good job!" will not be included in the word count. Further

insights into data analysis AND other potential intentions should be mentioned. – **DUE 4/26 by 11:59 p.m.**

2. Create Case Study #2 presentation. – **DUE 4/26 by 11:59 p.m.**

**Week 14: April 27 – May 3 -- State Assessment and Accommodations
(CORDRAY at NTCC; Main campus students on Zoom)**

IN CLASS:

1. Discuss TEA state testing accommodations and teachers' responsibilities with data collection
2. Work with a partner to discuss accommodations for state testing and then based on your knowledge and data for Case Study student #2, recommend accommodations you would request and provide the reasoning why. 250-word minimum (Turn in to link in BB – 25 points)

AFTER CLASS:

1 Respond to FIVE peers' Case Study #2 presentations with a minimum **200-word response** each, furthering the data analysis and recommending at least TWO additional interventions based on TWO main areas of need/extension – **DUE 5/3 by 11:59 p.m.**