

## Assessment # 4: Diagnosis of Reading Difficulties

*(The elements highlighted in yellow are used to assess diversity outcomes)*

### Assessment Tool

Elements and IRA Standards Addressed		Target (3)	Acceptable (2)	Unacceptable (1)
1	Overall organization of diagnosis materials	Overall organization of materials is excellent, demonstrating careful use and understanding of materials	Overall organization of materials is acceptable, demonstrating some use and understanding of materials	Overall organization of materials is poor with minimum use and understanding of materials
2	Required number of tutoring sessions	Exceeds the required lessons	Includes the required lessons	Includes less than the required lessons
3	Evaluations of the client's performances and reflection 2.2, 2.3, 3.3, 4.1, 4.2	Candidates' self-evaluations of client's performance are thorough and critical.	Candidates' self-evaluations of client's performance are accurate.	Candidates' self-evaluations of client's performance are minimum.
4	Administration of assessments that demonstrates mastering of assessment tools 3.1, 3.2	Candidates accurately administer assessments with full understanding of their purposes, strengths, and limitations.	Candidates accurately administer assessments with some understanding of their purposes, strengths, and limitations.	Candidates inaccurately administer assessments with a lack of understanding of their purposes, strengths, and limitations.
5	Interpretation of assessment results 3.3, 3.4	Candidates' interpretation of the test results is comprehensive.	Candidates' interpretation of the test results is acceptable.	Candidates' interpretation of the test results is inaccurate.
6	Overall reporting of the case study: Summary Report 1.4, 2.3, 3.4, 4.4, 5.1 5.3	Final summative report is detailed and accurate with critical analysis of informal and formal assessment data.	Final summative report is accurate using informal and formal assessment data.	Final summative report is not based on informal and formal assessment data.
7	Consultation letter(s) to parents, teachers, or administrators 1.4, 2.3, 3.4, 4.4, 5.1, 5.3	Thorough and detailed consultation with client(s), parents, teachers, or administrators about diagnosis and recommendations.	Appropriate consultation with client(s), parents, teachers, or administrators about diagnosis and recommendations.	No consultation with client(s), parents, teachers, or administrators about diagnosis and recommendations.
8	Integration of technology for tutoring sessions 2.2, 4.2	Candidates integrate appropriate technology with an awareness of the current applications to assist the	Candidates integrate technology to assist the needs of the clients.	Candidates do not integrate technology.

		needs of the clients.		
9	Submits/shares using standard English and APA style	No errors in standard written English and accurate use of APA style	Very few, if any, errors in standard written English with APA style	Many errors in standard written English with no use of APA style

Key to Rubric Elements

Element 1: Overall organization of diagnosis materials

Element 2: Required number of tutoring sessions

Element 3: Evaluations of the client's performances and reflection

Element 4: Administration of assessments that demonstrates mastering of assessment tools

Element 5: Interpretation of assessment results

Element 6: Overall reporting of the case study: Summary report

Element 7: Consultation letter(s) to parents, teachers, or administrators

Element 8: Integration of technology sessions

Element 9: Submits/ shares using standards English and APA style