

EDCI 4010

Week 15

Early Literacy Case Study Assignment (listed in the EDSP 4010 syllabus in the schedule on p.15 and as a detailed description on p. 18)

Steps to the Assignment:

- 1) Visit the Iris Center Site: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/IRIS_early_reading_case_study.pdf
- 2) Examine Early Literacy Case Study for Jeff (pp. 29-30)
- 3) Respond to the following questions (listed on p. 30):
 - Develop three or four goals for Jeff in the areas of: **phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences**

Goal 1: Phonics (including letter-sound recognition)	
Goal 2: Spelling (including sound-spelling correspondence)	
Goal 3: Word Recognition	

- Using the Early Reading STAR sheets, select a strategy for each goal and explain the benefit of using this strategy to address the corresponding goal
- Select one goal and describe one hands-on activity that will assist Jeff in achieving that goal
- Explore the Websites listed on the Research-based Reading Resources page. Select one program you feel would be helpful for Jeff’s teacher and write a rationale for your choice.

Purpose: The purpose of IRIS Early Literacy Case Study is to provide the candidates with a comprehensive understanding of the language development-literacy connections, language and literacy development processes, approaches to informal assessment, and activities that could be carried out by caretakers and teachers in order to promote and support early literacy development.

Skills & Knowledge: Candidates familiarize themselves with current age-specific expectations for language and literacy development; they identify present levels of performance, develop IEP goals and plan instructional activities to support children’s language and literacy development.

Tasks: The case study has several tasks that include readings, instructional planning, critical analysis, and development of goals and benchmarks (including ELD goals), as well as planning/choosing instructional activities. For Case Study specific details see Course schedule.

Submission Format: online (uploaded to Canvas) and/or hard copies of Microsoft Word Documents. Please refer to specific details for submission in Course schedule.

Time Required: 2-3 hours

Criteria for Success: Excellent submission included through response to all parts of the Case Study. Responses are based on synthesis of readings, class demonstrations, and lectures. For more details, please refer to the rubric below.

Grading Rubric for the Early Literacy Case Study (a rubric score of 20 results in 10 points for the assignment)

Prompt Item	0	1	2	3	4	5
Develop three or four early literacy goals (e.g., phonemic awareness; phonics; spelling; concepts of print; alphabetic principle; word recognition) for Jeff	No goals are developed	Fewer than 3 or 4 goals developed according to the model demonstrated in class; and goals are not designed for the appropriate skill and/or 2 components are missing (i.e., accuracy, measurement, documentation)	Fewer than 3 or 4 goals developed according to the model demonstrated in class; Or goals are not designed for the appropriate skill or 2 components are missing (i.e., accuracy, measurement, documentation)	3 or 4 goals developed according to the model demonstrated in class; goals are designed for the appropriate skill 2 components are missing (i.e., accuracy, measurement, documentation)	3 or 4 goals developed according to the model demonstrated in class; goals are designed for the appropriate skill 1 component is missing (i.e., accuracy, measurement, documentation)	3 or 4 goals developed according to the model demonstrated in class; goals are designed for the appropriate skill; all the goal components are present
Using the Early Reading STAR sheets, select a strategy for each goal and explain the benefit of using this strategy to address the corresponding goal	No strategy is selected	A strategy is selected for some goals; no explicit explanation is provided	A strategy is selected for some goals; the explanation is brief and insufficient	A strategy is selected for each goal; the explanation is brief and insufficient	A strategy is selected for each goal; the explanation is sufficient	A strategy is selected for each goal; the explanation is thoughtful and detailed

Select one goal and describe one hands-on activity that will assist Jeff in achieving that goal	The item is not addressed	The activity is named but not explained and may not match the goal	The activity is named but not explained	The activity is named and matches the goal	The activity is named and matches the goal; the student provides an explanation of how the activity will assist Jeff in achieving the goal	The activity is named and matches the goal; the student provides a detailed explanation of how the activity will assist Jeff in achieving the goal
Explore the Websites listed on the Research - based Reading Resources page . Select one program you feel would be helpful for Jeff's teacher and write a rationale for your choice	The item is not addressed	The program is named but not explained	The program is named but the explanation is insufficient and/or illogical	The program is named but the explanation is insufficient	The program is named but the explanation is sufficient	The program is named but the explanation is detailed and convincing

1. Visit the Iris Center website, access an Early Case Study: http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_earrd.pdf
2. Collaboratively examine the case study, **develop** IEP goals; examine content-specific pedagogy (STAR activities)

Commented [AO1]: Link to Table 3.1. TPE 7.5./U7.5c. Foundational Skills under "How Assessed", as evidence that "the print concepts, including letters of the alphabet" is being assessed