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| **Reading Specialist**  **Assessment Observation Report: Addendum** |

**All candidates are assessed during the practicum on the implementation of a formal assessment of a student. Candidates are evaluated by the university supervisor. Students are to provide to the university supervisor a rationale for the assessment that he or she has selected, including a description of the assessment, information about why that is an appropriate selection for that student, and why that is a reliable and valid assessment.**

**Rating Scale: 3** = Comprehensively meets standard  **2** =Acceptably meets standard **1** =Does Not Meet standard

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
| **IRA Standard 1: Foundational Knowledge** | **3** | **2** | **1** |
| 1.3   * Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement. |  |  |  |
| IRA Standard 3: Assessment and Evaluation | | | |
| 3.1   * Understand types of assessments and their purposes, strengths, and limitations. |  |  |  |
| * Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. |  |  |  |
| * Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). |  |  |  |
| 3.2   * Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing |  |  |  |

**Comments:**

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**(Observer’s Signature) (Teacher Candidate’s Signature)**

**outing:** White = *Educator Licensure Office*; Yellow =*Supervising Practitioner*; Pink =*Student* *12/29/06*