

**IPTE 4000/5000.1 Reading Assessment PBA Rubric**

<b>Reading Content Standard Element</b>	<b>Developing 1</b>	<b>Acceptable 2</b>	<b>Exemplary 3 (plus previous level)</b>
1.4 Demonstrate the knowledge of the major components of reading and how they are integrated in proficient reading.	Understanding of the students' skills and needs are not evident.	Understanding of the students' skills and needs are unclear. Assessment is complete but not linked with reading instruction.	Understanding of the students' skills and needs are clear and articulated. Links assessment with decoding and comprehension.
3.1 Use a variety of assessment tools and practices to plan and evaluate effective reading instruction.	Needs assistance to administer appropriate formal and informal assessments. Unable to analyze assessment results to plan reading instruction.	Can administer scripted formal and informal assessments and technology-based assessments under the direction of the clinical teacher.	Select and administer appropriate formal and informal assessments (if possible include technology-based assessments). Can analyze and interpret assessment results to plan reading instruction. Understand the connection between analysis of assessment results and instruction to follow.
3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.	Needs support to analyze assessment results to place students on a developmental continuum. Unclear about the variability in reading levels among the children in the same grade. Incapable of identifying students' proficiencies and difficulties.	Needs some support to analyze assessment results to place students along a developmental continuum without assistance. Aware of different reading levels within the grade. Needs support to identify students' proficiencies and difficulties.	Analyze information and assessment results to place students along a developmental continuum. Able to recognize the variability in reading levels among children in the same grade and across different content areas. Can identify students' proficiencies and difficulties. Recognize the need to make referrals for appropriate services.
3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of	Needs help to analyze assessment results to plan, evaluate, and revise effective instruction for students within an assessment/evaluation/instruction cycle.	Can analyze, compare, contrast and use assessment results to plan, evaluate, and revise effective instruction for most students within an assessment/evaluation/instruction cycle.	Can analyze, compare, contrast and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.

all students, including those from different cultural and linguistic backgrounds.			
3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.),	Unable to interpret and communicate assessment results to student, parent, para-educator, other teachers, site coordinator and site professor.	Needs assistance to interpret and communicate assessment results to student, parent, para-educator, other teachers, site coordinator and site professor if appropriate.	Can interpret a student's reading profile from assessments, and communicate the results to student, parent, clinical teacher, para educator, other teachers, site coordinator and site professor if appropriate.
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