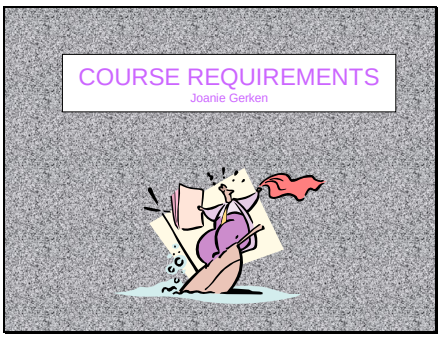
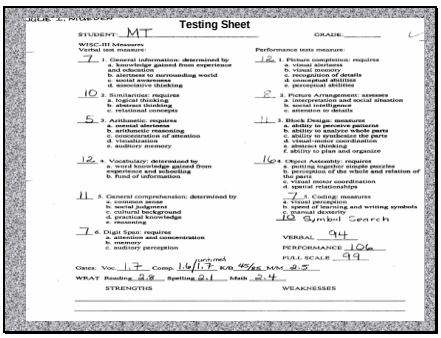
Slide 1



Slide 2

- Attendance
- Case study including student profile sheet, error analysis, 1 or 2 goals for specified errors
- Lesson plan with a graphic organizer
- Lesson demonstration
- Observations of certified level teachers
- if you are interested in OG certification further observations of your own teaching
- 2 brief abstracts—3/4 page—handwritten ok

Slide 3



Testing Sheet

STUDENT: MT GRADE: 6

WISC-III Measures
Verbal test measure:

7 1. General information: determined by:
a. knowledge gained from experience
b. alertness to surrounding world
c. social awareness
d. associative thinking

10 2. Similarities: requires
a. logical thinking
b. abstract thinking
c. relational concepts

5 3. Arithmetic: requires
a. numerical reasoning
b. arithmetic reasoning
c. concentration of attention
d. visualization
e. auditory memory

12 4. Vocabulary: determined by
a. knowledge gained from experience and schooling
b. fund of information

11 5. General comprehension: determined by
a. common sense
b. social judgment
c. cultural background
d. practical knowledge
e. reasoning

7 6. Digit Span: requires
a. attention and concentration
b. memory
c. auditory perception

Performance tests measure:

16 1. Picture completion: requires
a. visual alertness
b. visual discrimination
c. recognition of details
d. conceptual abilities
e. perceptual abilities

8 2. Picture Arrangement: assesses
a. interpretation and social situation
b. social intelligence
c. attention to details

11 3. Block Design: measures
a. ability to analyze whole parts
b. ability to synthesize the parts
c. visual-motor coordination
d. abstract thinking
f. ability to plan and organize

16 4. Object Assembly: required
a. ability to assemble jig-saw puzzles
b. perception of the whole and relation of the parts
c. visual motor coordination
d. spatial relationships

7 5. Coding: measures
a. visual perception
b. speed of learning and writing symbols
c. manual dexterity

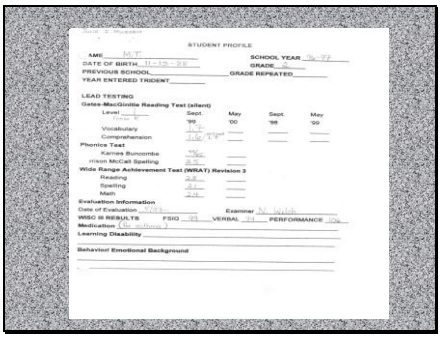
10 Symbol Search

VERBAL 94
PERFORMANCE 106
FULL SCALE 99

Gates: Voc. 1.7 Comp. 1.6/1.7 KA 45/45 MM 2.5 (minimal)
WRAT Reading 2.8 Spelling 2.1 Math 2.4

STRENGTHS WEAKNESSES

Slide 4



STUDENT PROFILE

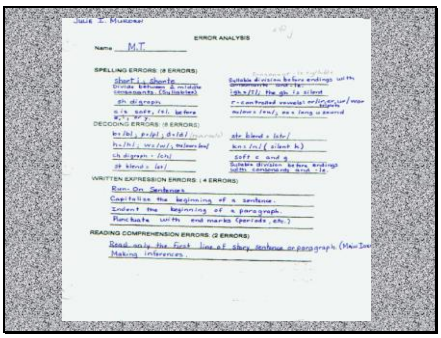
NAME MT SCHOOL YEAR 96-97
DATE OF BIRTH 11-15-88 GRADE 6
PREVIOUS SCHOOL GRADE REPEATED
YEAR ENTERED TRIDENT

LEAD TESTING
Gates-MacGinitie Reading Test (silent)

Level 1 (Form 3)	Sept. '99	May '00	Sept. '98	May '99
Vocabulary	1.7			
Comprehension	1.6 (1.7 Mod)			
Phonics Test				
Karnes Buncombe	45/45			
Hilton McCall Spelling	2.5			
Wide Range Achievement Test (WRAT) Revision 3				
Reading	2.8			
Spelling	2.1			
Math	2.4			

Evaluation Information
Date of Evaluation 5/2001 Examiner M. Smith
WISC III RESULTS FSIQ 99 VERBAL 94 PERFORMANCE 106
Medication (Dr. Schoo)
Learning Disability
Behavior Emotional Background

Slide 5


Julie I. Murden

ERROR ANALYSIS

Name M.T

SPELLING ERRORS: (9 ERRORS)

Short i, Short e (Initial, Medial, & Ending consonants. (Tablecloth)

sh digraph

c is soft, /s/, before e, i, y

Syllable division before endings with consonants. the gh is silent

r-controlled vowels: ar, or, ur, ear, war

mother /ma/, ea is long a sound

DECODING ERRORS: (8 ERRORS)

b=/bl/, p=/pl/, d=/dl/ ...

h=/hl/, w=/wl/, m=/ml/

sh digraph = /sh/

st blend = /st/

str blend = /str/

kn = /n/ (silent k)

soft c and g

Syllable division before endings with consonants. find = fe

WRITTEN EXPRESSION ERRORS: (4 ERRORS)

Run-On Sentences

Capitalize the beginning of a sentence.

Indent the beginning of a paragraph.

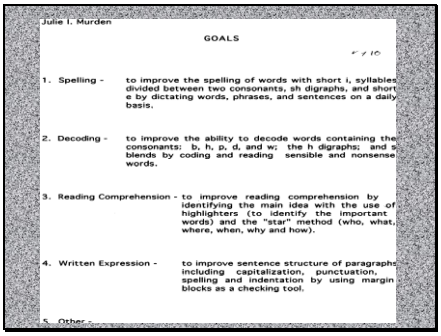
Punctuate with end marks (periods, etc.)

READING COMPREHENSION ERRORS: (2 ERRORS)

Read only the first line of story, sentence or paragraph. (Main Idea)

Making inferences

Slide 6


Julie I. Murden

GOALS

1. Spelling - to improve the spelling of words with short i, syllables divided between two consonants, sh digraphs, and short e by dictating words, phrases, and sentences on a daily basis.

2. Decoding - to improve the ability to decode words containing the consonants: b, h, p, d, and w; the h digraph; and s blends by coding and reading sensible and nonsense words.

3. Reading Comprehension - to improve reading comprehension by identifying the main idea with the use of highlighters (to identify the important words) and the "star" method (who, what, where, when, why and how).

4. Written Expression - to improve sentence structure of paragraphs including capitalization, punctuation, spelling and indentation by using margin blocks as a checking tool.

5. Other -

Slide 7

Lesson Plan

- Drill
  - Visual
  - Auditory
- Review & Reinforcement
  - Visual
  - Auditory
- New Information
  - Visual
  - Auditory
- Reading Comprehension
- Written Expression
- Summary

Slide 8

Graphic Organizer

- Goes with reading comprehension selection

Lesson demonstration