Develop and implement an individualized reading plan for a student with a range of reading proficiencies. Include assessments (formative and summative), analysis, instruction, materials and reports to appropriate audiences as components of these plans.

I. Context

• Who is this student (location, age/grade/development, physical presence and gesture, relationship with other students and adults, reading interests and activities)?
• What is the student’s background and competence with language and literacy?

II. Assessment Rationale and Analysis

• What types of formal or informal diagnostic tasks (assessment and instruction) did you use to better understand the student’s reading/writing strengths and vulnerabilities? Why did you select a particular “reading event” to assess the student?
• Analyze background information you have on the student and your assessment of his reading progress. Determine if print processing (e.g., decoding, phonemic analysis) and/or meaning processing (e.g., cognition/metacognition, vocabulary and or language concepts) are major inhibiting factors when reading becomes difficult.
• With what working diagnostic hypothesis did you begin your work with this student?
• What are your instructional goals?

III. Instructional Plan

• Based upon your analysis, describe assessment benchmarks you set to check long-term progress (e.g., literacy portfolio, IRI). Describe how you will monitor progress and evaluate instruction (e.g., portfolio, ongoing diagnostic lessons). Describe the nature of the “reading event(s)” (instruction and materials) will you initiate to help students meet their goals.
• Describe your plan for ongoing communication so the student knows his/her strengths, areas for improvement and ways to achieve improvement.
• Describe how you involve parents and others who work with this student in cooperative efforts to support the student’s reading and writing development.

IV. Recommendations for Continued Instruction
• What results did you have? Include samples of your data from your informal or formal assessments.

• Based on your understanding of the student's background with reading and literacies and your ongoing assessments, what do you recommend for continued instructional support of this reader? Include any effective strategies you will use to continue parent input collaboration.

V. Reporting

• What meaningful assessment data and appropriate instructional responses would you report to different audiences (e.g., parents, other teachers and staff)? Provide examples of the reporting process. Provide a time sequence for the reporting process.