**Reflection**

 The Case Study Assignment is one of the ongoing assignments in SPED 741, the Literacy Interventions course for the KU Master’s Degree in Special Education. This assignment charged us with demonstrating our newly acquired knowledge about the assessments for the five elements of reading as well as creating lesson plans targeting the skills identified.

 The purpose of this assignment is to help me gain an in-depth understanding of the reading needs of a particular student and develop an appropriate reading instructional and intervention plan. I selected a target student and assessed him in the five areas of reading (phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension) using a variety of the assessment tools presented in this course. As the summary of this assignment, I wrote up the results of each assessment including a summary of the student’s reading strengths and weaknesses. Also included in this summary is an instructional/intervention plan to address the student’s reading needs.

　　 My reflection of this assignment revolves around the assessments I implemented and the information that I learned from my student. This was my first opportunity to implement these assessments on my own. I not only provided a detailed profile of a student, I followed him throughout the semester observing and learning from his strengths and weaknesses in the classroom. For example, one of the requirements of this assignment was to learn in-depth about the student’s interests, academics, family, and goals. It was eye opening to engage with a student who did not like to read, and at the end of this term he began to find his interest and eagerness to learn through literature.

 I have learned the importance of learning from our students and using their experiences to cultivate our own learning. This assignment allowed me to use the DIBELS Nonsense Word Fluency (NWF) and Phoneme Segmentation Fluency (PSF) assessments, the DIBELS Oral Reading Fluency (DORF), CORE Vocabulary Screening, CORE Reading Maze Comprehension Assessment, a formative assessment I created in the content area of History, and a Proficiency in the Sentence Writing Strategy assessment. Through studying these assessments, researching the effectiveness, implementing in my practice, and interpreting my student’s results, I determined the student’s strengths and weaknesses as well as my own. For this learning experience, the student became the teacher.

 As a result of my hard work and dedication, I received full marks on the assignment as can be seen from Professor Michael Orosco. There was not feedback to improve or work on my final paper, so I chose not to revise. I did, however, review again for grammatical and structural errors. There were none, and though there were also no revision recommendations, I made sure to examine the assignment carefully to determine if there was any other changes I wanted to make that might improve the product.

 This case study assignment inspired me to think deeply about the strategies we use to assess our students, specifically in literacy. Our reading capabilities can hinder or support our future, and it is important we keep that in mind as we guide our students through literacy instruction. After reflection, I have further realized the importance of our role as special educators, and how it is our responsibility and duty to help foster a love for literacy in our children. Through effective practices, supportive assessments, and authentic learning experiences, I can guide my students along their unique paths to success in life. Of course, I now have a deep comprehension and keen eye for literacy assessments, in regards to what to use and when as well as how I can interpret them for application and benefit to my students.

 Overall, this assignment was a test to my knowledge and an encouraging factor as I pursue this degree. As a special educator, I now know that I need to continuously reflect on my students’ strengths and weaknesses in literacy, and how I can teach, assess, instruct, and support their needs throughout the time they are in my classroom so that they are successful beyond it.