

█████ Elementary has the largest migrant population in █████ Unified School District. Fifty-eight percent of the students at █████ are English Learners. █████ is in a setting where all of the teachers on campus understand the needs of English Learners and are willing to offer extra help to students who need it.

█████ is well behaved at school and interacts well with other students. She is involved in many extra curricular activities. Most of the students in her class are English Learners who use Spanish as their primary language at home.

Student Literacy Dispositions

- Classroom Observation
- Teacher Interview
- Interest Inventory
 - Elementary Reading Attitude Survey
 - Motivation to Read Profile

Data

Classroom Observation

From my classroom observations of █████, she is always on task when it comes to reading. When the students in █████'s class come into the classroom after recess or lunch, the classroom teacher █████ expects them to immediately take out their library books and read for five minutes. █████ always does this without complaining. Other students pretend to read when asked to read silently, but █████ does not. I have talked to █████ about the books she reads and her responses tell me that she really reads when she is asked to. From our talks I can conclude that █████ likes to read biographies and other forms of expository texts. She has read books about Helen Keller, Rosa Parks, and panda bears.

Comment: Excellent presentation of the results for all assessments in this area- very detailed yet clear to understand

Teacher Interview

█████ fifth grade teacher █████ told me about █████'s reading abilities. He said that she does not read on grade level. He said that he thinks she enjoys reading but not when asked to read out loud in front of her classmates. He added that █████ hardly ever raises her hand when he asks questions in class, but that when he calls on her anyway she tends to get the answers right. █████ said that █████ is involved in extracurricular activities such as volleyball and band, and that he hopes these will help █████ become more outgoing.

Interest Inventory

- Elementary Reading Attitude Survey

According to the Garfield Elementary Reading Attitude Survey, here are █████'s results:

Type of Reading	Percentile
Recreational Reading	53
Academic Reading	50

o **Motivation to Read Profile**

Here is a breakdown of Leslie's Motivation to Read Profile:

	Percentage
Self-Concept as a Reader	55%
Value of Reading	78%
Full Survey	66%

During the interview portion of the Motivation to Read Profile I was able to learn more about her interest in books. She told me that she likes to read about people. The last book she read was about Helen Keller, and she thought it was very good. [REDACTED] also likes narrative texts, and can describe them in great detail. When I asked what she thought she needed to do in order to become a better reader, [REDACTED] told me that she needs to learn about word meaning and pronunciation. [REDACTED] also told me that she wants to read chapter books. She said that she thinks she would like to read mysteries. When I asked where she hears about books, she said from her friends.

Analysis Interpretation

From the results of my classroom observation, my interview with [REDACTED]'s teacher, and [REDACTED]'s interest inventory, I can conclude that [REDACTED] lacks confidence in her reading skills. From her Motivation to Read Profile, I can tell that she values reading, but her weakness does not believe that she is a good reader. Another strength is that she enjoys reading, but her weakness is that she does not feel confident reading in front of her classmates.

Comment: Your analysis accurately summarizes the data above- good identification of her strengths/weaknesses

Instructional Recommendations

To increase [REDACTED]'s confidence when reading in front of her classmates, I recommend that her teacher arrange for her to read books to children in lower grades. Allow her to choose a book that she is comfortable reading and that the children in the lower grades will enjoy. I recommend that her parents praise her when she reads at home, whether it is from a book, magazine, the Internet, or other source. I think that by doing these two things, [REDACTED]'s teacher and parents will help her believe that she is a good reader.

Comment: Good suggestions- targeting her needs; this is where author chair could also be helpful

Print Skills

- Henderson Test
- Names Test

- Spelling Analysis of Writing Sample

Data

Henderson Test

The Henderson Test focuses on the student's ability to spell at each grade level. Here are the results of [REDACTED]'s Henderson Test scores:

Grade	Percent Correct	Level
First	100%	Independent
Second	100%	Independent
Third	100%	Independent
Fourth	14%	Frustration

Comment: Analysis of the error patterns would provide deeper information

For grade lists 1st-3rd, [REDACTED] spelled the first 5 words correctly. This meant that she scored 100% for each of those grades. However on the 4th grade list, [REDACTED] missed 4 of the first 5 words, and then missed 2 more, giving her a score of 14%. This test showed that [REDACTED] is at the independent level in grades 1-3, but is at the frustration level in grade 4.

Names Test

The Names Test focuses on the student's ability to pronounce many different sounds. Here is the breakdown for [REDACTED]'s Names Test results:

Phonics Category	Errors/ Amount Possible
Initial Consonants	1 / 37
Initial Consonant Blends	3 / 19
Consonant Digraph	0 / 15
Short Vowel	4 / 36
Long Vowel	5 / 23
Vowel Digraphs	1 / 15
Controlled Vowels	2 / 25
Schwa	3 / 15

Spelling Analysis of Writing Sample

The following is a writing sample of Leslie's:

the fox and crow

this story reminds me about when my sister tried to flatter me by buying her a crown. I had 20 Doller. "she said you are the best sister in the world." and "I said to myself way is my sister acthing so weird." and I kept on walking, right when I started to walk, she "ran and said I like your beautiful eyes." Just like the fox and crow. But I end up Buying her a crown so she be quit.

The words highlighted in yellow are spelled wrong. I highlighted the words 'flattery' and 'end' in a different color because they are spelled right but are not used in the correct form for the sentence.

Analysis Interpretation

From the results above I can conclude that [redacted]'s spelling scores are not on grade level. [redacted]'s spelling sample shows that she has a good vocabulary but her weakness is that she does not always know how to spell words correctly. The Henderson Test shows that [redacted]'s spelling strengths are in grades 1st-3rd, but her weaknesses begin in the 4th grade. The Names Test shows that her strengths are in initial consonants (97%) and consonant digraphs (100%), but that her weakness is in long vowels (78%).

Instructional Recommendations

In order to bring [redacted]'s spelling scores up to the 5th grade level, I recommend that her teacher work one-on-one with her after school. During these one-on-one sessions, the teacher should teach [redacted] specific spelling strategies. I recommend that her parents test her on her spelling words for 10 minutes each night.

To improve [redacted]'s pronunciation of long vowels, I recommend that her teacher make flashcards with the long vowel sound at the top and spelling variations for that sound listed at the bottom for [redacted] to study with. [redacted]'s parents do not primarily speak English at home, so they may not be able to model accurate pronunciation of English words, but I recommend that they monitor [redacted] to make sure that does the homework assigned by [redacted], which includes reading aloud for 45 minutes each night.

Comment: These are good recommendations, but what can the teacher do in school? How could her decoding strength be used to support her spelling?

Comprehension

- Silvaroli Reading Passages
- Observation of Reading Strategies
- Miscue Analysis

Data

Silvaroli Reading Passages

[redacted]'s Silvaroli Reading Passage Comprehension scores are as follows:

Level	# Correct/Total	Adequate Background Knowledge?	Comprehension Level
2	4 / 5	Yes	Independent
3	3 / 5	No	Instructional
4	4 / 5	Yes	Independent
5	2 / 5	Yes	Frustration
Total	13/20		

Here is a breakdown of the types of comprehension questions ~~answered~~ answered correctly:

	Fact	Inference	Vocabulary
Correct	6	5	2
Incorrect	4	1	2
Total	10	6	4

Observation of Reading Strategies

When reading out loud, I've noticed that ~~she~~ tends to skip over words that she doesn't know. She also reads very fast, which causes her to say the wrong word sometimes. ~~She~~ does try to sound out some words, and has some success, but I think that the reason she doesn't always do this is because it slows her down. Despite not using many reading strategies, Leslie still comprehends almost all of what she reads.

Miscue Analysis

Here is the breakdown of the Miscue Analysis I did for Leslie's reading passages:

Comment: This is a unique and informative way of presenting the information- I will use this from now on- very clear and revealing of her reading behaviors- nice idea!

Percentage of words that Leslie self-corrected :	8%
Percentage of incorrect words which had similar semantic meaning to the correct words:	25%
Percentage of incorrect words that were similar phonologically to the correct word at the beginning of the word:	67%
Percentage of incorrect words that were similar phonologically to the correct word in the middle of the word:	21%
Percentage of incorrect words that were similar phonologically to the correct word at the end of the word:	42%
Percentage of incorrect words that would be syntactically acceptable in place of the correct word:	25%

Analysis Interpretation

█████'s comprehension scores on the Silvaroli Reading Passages show a need for improvement. As a 5th grader, she should be at least at the Instructional level on the level 5 passage. On the level 3 passage she did not do as well as on the level 4 passage, probably due to her lack of prior knowledge on the level 3 topic. █████ seemed to do best on the inference questions, which means that she probably comprehended the main idea of the passages but not the detailed facts and vocabulary words.

Comment: Good interpretations of these results!

From my observations, █████ understands what she reads and can have a conversation about her reading without problems. She does not, however, do well on tests where she is required to know specific details or facts of what she reads.

█████'s Miscue analysis shows that she does not self-correct often. She probably focuses on the meaning of what she reads rather than the meaning of each word. She tends to get at least part of the word correct, mostly the beginning of the word. █████ doesn't blindly guess how to say unknown words. Twenty-five percent of the time the word she read was syntactically acceptable in the sentence. Also, 25% of the time the word she read had similar meaning to the word on the paper.

Comment: This also seems to be a weakness- 75% of the time what she says doesn't make sense- this means she's not monitoring her reading

Instructional Recommendations

█████'s biggest problems with comprehension are that she doesn't remember details from what she reads and that she does not correct herself often. For both of these weaknesses, I recommend that her teacher spend one-on-one time listening to her read and help her slow down. The teacher could ask her to pause and reflect at the end of each paragraph or just have her read at a slower pace. I also recommend that █████'s parents listen to her read one or two nights each week (the book can be in Spanish if that is more comfortable for them) and encourage her to read slowly, asking detailed questions along the way.

Comment: More specific comprehension strategy instructional techniques are needed

Vocabulary

- Critchlow Verbal Language Scale
- Silvaroli Vocabulary

Data

Critchlow Verbal Language Scale

█ got 20 opposites correct before missing 5 in a row. This shows that she is at a 3rd grade level. The following table shows her incorrect answers:

Stimulus	Correct Response	Leslie's Response
young	old	little
shut	open	close
noisy	quiet	(not sure)
empty	full	(not sure)
near	far	(not sure)
come	go	(not sure)
sick	well	feel good
remember	forget	(not sure)
love	hate	(not sure)
tight	loose	(not sure)
laugh	cry	smile
smooth	rough	hard
absent	present-here	(not sure)
strong	weak	(not sure)
evening	morning	afternoon

Silvaroli Vocabulary

Here is a breakdown of █'s score on the Silvaroli Vocabulary questions:

Level	# Correct/Total	Adequate Background Knowledge?
2	1/1	Yes
3	0/1	No
4	1/1	Yes
5	0/1	Yes
Total	2/4	

Analysis Interpretation

█ seemed very stressed and timid when I gave her the Critchlow Test. She only reached to a 3rd grade level. Part of this problem could be that she just confused synonyms and antonyms. Out of the 6 incorrect answers she gave, 4 of them were synonyms, not antonyms. The bigger problem is that for 9 out of 35 words she just shook her head sadly and answered, "I'm not sure." This shows that her oral vocabulary needs development.

█'s score on the vocabulary questions from the Silvaroli Reading Passages also show that her oral vocabulary needs development; however, since there were only 4

questions, this doesn't necessarily provide an accurate view of [REDACTED]'s oral vocabulary skills.

Instructional Recommendations

[REDACTED] could benefit from increased exposure to synonyms and antonyms. I suggest that her teacher work with her on synonyms and antonyms. There are many children's books which could help, such as Stop and Go, Yes and No: What Is an Antonym? and Pitch and Throw, Grasp and Know: What Is a Synonym?, both written by Brian P. Cleary and Brian Gable. I suggest that Leslie's parents help her check out books like these at the library and monitor her to make sure that she is reading them.

Comment: Nice recommendation! Targets specific need and is a specific approach

[REDACTED]'s low vocabulary scores can be raised with the help of her teacher and parents. I suggest that her teacher expose her to books at the 4th grade reading level and then later at the 5th grade level to emphasize vocabulary at those grades. I recommend that her parents encourage her to read every night, whether it is from a book, magazine, the Internet, or other source. This will increase her exposure to vocabulary and keep her motivated to read.

Writing

- Writing Sample 1
- Writing Sample 2

Data

Writing Sample 1

The following writing sample is a response to a book that Leslie read.

Grand Slam

The story I read is called the Grand Slam. The characters are Nicky, Mike, Ron, and Shepard.

In this selection Shepard was nervous when his coach John "said Shepard you're up!" then Shepard was dripping sweat. Then there were two outs and one strike.

This story reminds me when I was playing baseball with my friends. My friend "Benny said you're up next Leslie!" after I went up and I hit the ball but I miss. I miss two strikes but the last one I hit it far and it over the roof. Then we won two home runs.

The theme is when Tim was up he was very nervous but when he hit the ball he was very happy.

Writing Sample 2

the fox and crow

this story reminds me about when my sister tried to flattery me by buying her a crown. I had 20 Doller. "she said you are the best sister in the world." and "I said to myself way is my sister acthing so weird." and I kept on walking, right when I started to walk, she "ran and said I like your beautiful eyes." Just like the fox and crow. But I end up Buying her a crown so she be quit.

Analysis Interpretation

In [redacted]'s first writing sample, she shows the following strengths: she is able to demonstrate that she understands the story "Grand Slam"; she is able to connect the story to her own life experiences; she is able to write in paragraph form; and she uses sentences at the beginning of her paragraphs to show transitions. The weaknesses of this writing sample are: she does not provide a conclusion that summarizes important points of the story and she does not always use correct grammar, punctuation, capitalization, or spelling.

Comment: You do a nice job of discussing the various areas; the rubric scores would also provide a clear picture of this area

In [redacted]'s second writing sample, her strength is that she is able to connect the story "The Fox and the Crow" to her own life experiences. The weaknesses of this writing sample are: it does not demonstrate her understanding of the story; it is not written in paragraph form; there is no conclusion; and there is incorrect use of grammar, punctuation, capitalization, and spelling.

Instructional Recommendations

The main weaknesses of [redacted]'s writing samples are her conclusions and her use of grammar, punctuation, capitalization, and spelling. I recommend that to improve her conclusions, her teacher should provide her with a graphic organizer to use while she writes that has a place for her to fill in her introduction, body details, and conclusion. That way the main idea and main details will be easier for her to see while she writes her conclusion. I recommend that her parents look at any of [redacted]'s essays that she brings home and check to see if she included a conclusion. If they don't see that [redacted] has included a conclusion, then they should help her find parts of her essay to include in her conclusion.

Comment: Good recommendations targeting needs and supported by strong rationale

To help with [redacted]'s grammar, punctuation, capitalization, and spelling, I recommend that her teacher provide her with opportunities to edit and revise her work. Also, I think that her teacher should let her publish her revised work so that she can see her progress and use her past work as reference for new work. I recommend that [redacted]'s parents monitor her progress and praise her finished work.

CASE STUDY GRADING SHEET
(Insert behind title page)

Name:

<u>Required Elements</u>	<u>Point Range</u>	<u>Points Given</u>
COVER SHEET & GRADING SHEET		
PERMISSION SLIP		
<u>SECTION 1 -- STUDENT INFORMATION</u>	0-10/10	
Student Profile		
Student Dispositions		
Observation		
Teacher or parent conversation		
One on one interaction		
<u>SECTION 2 -- DATA COLLECTION</u>	0-40/39	
Motivation		
Reading Attitude Survey		
Writing Attitude Survey		
Print Skills		
Henderson Spelling Test		
Miscue Analysis of mistakes on word list portion Silvaroli's CRI (OPTIONAL)		
Writing (four writing samples)		
Four Rubrics		
Observation of writing time		
Vocabulary		
Observation/Informal assessment with school text		
Critchlow Verbal language Scale		
Silvaroli CRI vocabulary question		
Comprehension		
Observation or Interview asking student what they do when they don't understand		
CRI Comprehension section		
<u>SECTION 3 -- RESULTS & ANALYSIS INTERPRETATION</u>	0-25/23	
Affect		
Print Skills		
Vocabulary		
Comprehension		
Writing		
Conclusion		
<u>SECTION 4 -- INSTRUCTIONAL RECOMMENDATIONS</u>	0-25/20	
Clear connections between analysis & interpretation and instructional recommendations		
Instructional priorities explicit with rationale		
<u>OVERALL EVALUATION</u>	0-5/5	
Complete (Original plus electronic copy)		
Professional Tone & Appearance		97/100