

Case Study

_____ is a 6th grade student at _____ School in _____ Unified School District. A recent immigrant from _____, Mexico, Luis did not start speaking English until he moved to _____ in December 2010. Obtaining better medical treatment for Luis' father, who is sick, is the main reason Luis gave for their move. For help in English, Luis often seeks help from his older brothers; his parents speak little or no English. Luis is outwardly friendly, participates actively, and shows all the signs of being well cared for and loved by his family. He plays soccer at school and enjoys other physical activities like riding his bike and swimming. Although Luis has a pronounced accent, he speaks clearly and does not shy away from sharing ideas or his written responses in class. I predict that due to his persevering spirit and the love and support he seems to get from his family, Luis will continue to make great improvements as he advances in school.

An analysis of the Names Test reveals several error patterns. One common error is Luis's use of the "es" sound in his pronunciation of words that start with the letter "s". He pronounces the first name Stanley as "Es-tanley". When an "mp" sound is encountered, such as the last name Sampson, he tends to drop the "m" and say, "Sap-son." Names beginning with "Y", such as Yolanda get a "j" sound, "Jolanda." When dealing with digraphs like "th", he tends to drop the "h" and pronounce only the "t". A common trend observed is his misuse of the proper hard or soft vowel sounds. Luis pronounces the "o" vowels in the names Loomis and Brooks as, "Low-mis" and "Brukes." Hard "O" sounds such as Flo, come out as "Flau", substituting the hard "O" for a soft "a." In names like Chester a Shepherd and Fletcher, Luis replaces the soft "e"

Comment: Good analysis of patterns-scores need to be presented

with a hard "e": "Chee-ster", "Shee-perd and "Flee-cher." Likewise, the hard "a" sound in Bateman is spoken as "Bat-man." The vowel sound created by the "oy" in Floyd is mispronounced as "Flowed."

Comment: Good connection across assessments

The Henderson Spelling Test revealed similar misunderstandings as did the Names Test. The most common misspellings involved the incorrect use of appropriate vowel sounds. Luis has trouble with the many different sounds of the letter "o". He spelled: drop as "drawp", float as "flot" and stuff as "stof". Other times, he is right on, he correctly used the letter "o" in spelling: chop, cool, crop and cloud. The use of "i" to make the hard "e" sound was often used, as in: "biches" for beaches, and "quin" for queen. Again, the digraphs, "th" and "sh" were particularly elusive. This was evident in the misspelling of thick as "fike", wish as "which", and shopping as "chopping". Another common error is the use of the letter "t" to represent the "ed" sound in past tense words: "grapt" for grabbed. Luis completed the second grade level with 42% accuracy and first grade with 80% accuracy.

Luis' spelling in a sample writing project from class is markedly improved as compared to the previous tests. There are very few misspellings and he uses a wide range of vocabulary.

I believe that most of his problems with decoding stem from conventions in his native Spanish language. In Spanish, "i's" are pronounced with a hard "e" sound. This was something Luis did often. Other Spanish conventions that influenced Luis' spelling and decoding are "Y" pronounced as "j" and the "d" consonant, as in "ed", pronounced as a short "t" sound. I think that his writing exhibits better spelling because the words are in context. Also, Luis utilizes the students around him to help him out, which is a

very effective strategy for learning. Once errors are pointed out to him, he seems to be able to recognize future errors of that sort and is able to self correct.

Comment: Good analysis

Comprehension was assessed using IRI reading passages and supplied questions. At level two, his comprehension was good. He scored at the instructional level for both significant writing errors and comprehension errors categories. Luis had trouble identifying particular parts of the sequence of events. He struggled with the meaning of some vocabulary words in the passage such as, "promise". He misses two questions at this level, one factual and one vocabulary. His grasp of the main concept was accurate which demonstrated an adequate level of comprehension. At level three, his scores for both significant word errors and comprehension errors were in the frustration level. The only question he answered correctly at this level was a factual question.

Comment: These results are not clearly organized to make valid interpretations

Unfamiliarity with vocabulary words seemed to be the limiting factor in the comprehension of the passages. In the first passage, he knew most of the vocabulary, which translated to good comprehension. In contrast, the level two passages had much too many unfamiliar vocabulary words for Luis to possibly comprehend the passage.

For the graded Word Scores Test, Luis scored independent, (100%), at the second grade level, scoring 80% and 70% at the 4th and 5th grade levels respectively. We stopped at the 6th grade level where he scored with 50% accuracy.

Looking at the Bader Miscue Reading Inventory, a few error trends stand out. Luis almost exclusively ran into phonological errors in the middle of words, with only a few errors coming at the end of words. Luis never self corrected during any of the words

which he misread. Appropriate semantics were seen less than half the time on misread words as was the case with acceptable syntax.

I think that the reason for the lack of appropriate syntax, similar semantics and self correcting, again, comes from the fact that he is a recent English learner. Since his vocabulary is somewhat limited, when he encounters a word that he is unfamiliar with, he is unsure of a similar word that would have similar attributes. Some of the words he came up with were not even real words indicating that he is using only his phonological decoding skills to try and sound out a word that he may have never seen before.

Comment: Good analysis

Luis had a hard time with the Crichlow Verbal Language Scale. He scored at the first grade level. Again, his trouble with this assessment is due to the limited English vocabulary he has at this point. This test does not provide any context clues what so ever so there are little if any strategies available for decoding unknown words. This analysis is congruent to the proper identification of vocabulary, Luis had, during reading assessments with context clues. Although his vocabulary is limited, he is excellent at using decoding strategies, like context clues, to figure out a word's meaning.

Comment: Scores are needed

Luis is a very competent writer. His thoughts are clear and easy to understand. In his writing, he takes risks and is, more often than not, successful in using a variety of different vocabulary words. His sentence structure, syntax and semantic understanding are also very good. The main issues in his writing seem to be in the use of the proper tense: "my friends and I was sitting", "my friends was sad, "nobody can't hear us" and "after we can't find food. As he becomes more familiar with the English past tense structure, his writing will become even clearer.

Comment: Scores from the rubric are needed

Luis is an extremely capable and intelligent student. I believe that what he needs more than anything is more exposure to the English language, by having conversations with friends and adults and continually practicing writing with constructive feedback regarding his areas of difficulty. Particular areas of focus should be in the area of developing vocabulary. Allowing Luis to read a wide variety of texts in areas he interested in will go a long way to increasing his vocabulary over time.

Comment: Suggestions are not specific and do not provide clear connections to the needs as noted by the results above

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>	0-40/40	
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>	0-25/15	
Affect		
Print Skills		
Vocabulary		
Comprehension		
Writing		
Conclusion		
<u>SECTION 4 -- INSTRUCTIONAL RECOMMENDATIONS</u>	0-25/10	
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		80/100