

Case Study Analysis Chart

Assessment	Score	Analysis
<p>Writing Sample</p>	<p>Clay Rubric</p> <p>Language = 6                      Message = 6                      Directional Principles = 6</p> <p>Spelling Rubric: Later                      Phonetic Spelling</p>	<p>Strengths: Seth has the ability to form varied types of sentences and follows all the rules of grammatical structure. He demonstrates the ability to sequence the events in his story giving it a fluid feel.</p> <p>Teaching Points: I think Seth could be instructed on putting some of his shorter sentences together using conjunctions. He could also use some more practice with his hand writing and instructed to slow down a bit while writing.</p>
<p>Vocabulary Task</p>	<p>Test Score: 50</p> <p>Stanine Group: 5</p>	<p>Strengths: Seth was able to write a variety of words that included anything from adjectives to numbers. He also used sentences to write many of words.</p> <p>Teaching Points: Seth needs to develop more confidence in his abilities he was constantly rechecking words to make sure they were spelled correctly and had difficulty coming up with words outside of the sentence pattern. He tends to want to have everything done very quickly and often became frustrated.</p>
<p>Hearing and Recording Sounds in words</p>	<p>Test Score: 37/37</p> <p>Stanine Group: 9</p>	<p>Strengths: Seth possesses an uncanny ability to spell. He followed any rules he had learned and only misspelled (added a k into school/sckhool) one word.</p> <p>Teaching Points: I believe Seth should be challenged with more difficult and taught some more</p>

		advanced spelling rules. He grasps all the rules given now and only makes mistakes when he over thinks things.
Word Test	<p>Test Score: 20/20</p> <p>Stanine Group: 9</p>	<p>Strengths: Seth actually asked if I had a more difficult list because that one was too easy.</p> <p>Teaching Points: Seth needs to be challenged he even said it himself. I don't believe he should have more work, just higher level. He has the tendency to rush through things, so if they were more difficult maybe he would slow down.</p>
Running Records	<p>Classroom Reading Inventory Test</p> <p>Independent Level: The Rodeo Second grade level Error Rate: 0/74, 100%, Self Correction 1:1</p> <p>Instructional Level: Monster Third grade level Error Rate: 7/153, 94.5% Self Correction: 1:2.75 or 1:3</p> <p>Frustration Level: Wilderness Road Fourth Grade Level Error Rate: 14/121, 88% Self Correction Rate: 1:15</p>	<p>Strengths: For a first grader Seth's reading abilities are quite impressive. He is already reading second grade books independently with his instructional level landing him in third grade. Even during the reading of Wilderness he maintained sense of rhythm and I believe that if he was not in such a hurry he would have performed more accurately.</p> <p>Teaching Points: Seth needs to be encouraged to slow down during the reading process; he seems to want to see how fast he can finish the page. I also believe he would benefit from encouragement to move beyond texts that he can independently read.</p>

Story Retelling	Setting: 2 Characters: 2 Problem/Plot Line: 2 Outcome: 2 Sequence: 2  Total: 10/10	<p>Strengths: Seth accurately read and comprehended this book. It is a level 2 reader which I purchased from the store. While I had to do some prompting in the beginning and at the end he accurately retold the story almost verbatim.</p> <p>Teaching Points: Seth needs to be challenged or his early progress will be wasted. He is a fluent reader and easily comprehends and makes inferences about stories.</p>
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# Narrative Assessment

## I. General Observations

Seth is a lively and energetic child who has a vast knowledge of many subjects; all of which he would love to share with anyone. Easily getting along with all the students and constantly having something to say often gets him into a bit of trouble at school. While the teacher agrees that he is highly intelligent she often finds herself scratching her head about what to do with him. His enthusiasm and hunger for knowledge is apparent and obviously influenced by outside forces. He talked often of how he and his dad visit the National Geographic website and research stars, planets and animals. He also fondly mentions how his mom reads a chapter book to him every night after he reads a book to her. It's uplifting to see that parents are still involved in their children's education and very apparent the affect it has.

In the month of April I approached Seth to see if he would help me with my homework. He was absolutely ecstatic to become part of this process. Over the next three days Seth cooperated with me to ensure that I would get all my work done. For about twenty to twenty-five minutes a day we did assessments. Seth took his role as my helper very seriously and was very concerned about the outcome of the tests. Making for amusing three days Seth tried not to spill out to many stories and focused on our tasks at hand.

## II. Summary of Assessments

### A. Writing Sample

In order to determine Seth's spelling development, message quality, and concepts about print a writing sample assessment was given. Seth could not decide what to write about, to many ideas running through his head I assume, so I gave him a prompt which also allowed him to draw a picture. Since it was spring time and the students were learning about all the objects that are associated with the coming of spring I figured this would be a topic Seth could easily relate to and write about. Apparent in his story is his ability to sequence events, his use of first, then and after are properly utilized in his writing. Conveying a clear message to the reader about what he likes about spring and what he enjoys doing during the spring time his paragraph is fluid and does not lose track of its intended purpose. While his handwriting is slightly messy his directionality and use of capital letters and periods clearly indicate that he understands the concepts of print. His ability to complete all these tasks earned him a 6 in each category (language level, message quality, and directional principles) and rated him at "probably satisfactory".

After Seth had completed his writing sample I used the spelling rubric provided in class to assess his level. According to sample and rubric I determined that Seth was in the “later phonetic” spelling stage. His use and correct spelling of such r controlled vowel words as first and after in conjunction with his choice of long vowel pattern words led me to this conclusion. While this sample does not represent the transitional spelling stage I do believe that he may be entering this phase. This conclusion is based on his ability to correctly spell all the words in his writing sample and the use of correct spelling of homophones such as bear in his vocabulary test.

## **B. Writing Vocabulary**

During the vocabulary writing task Seth seemed to face an internal battle within himself. When I first asked him to write down all the words he knows or can think of he responded, “But I only know like seven.” His concern frustration mounted when he began to try to write sentences that contained all different words. I quickly tried to re-direct him; however he seemed flustered and erased half his words. Trying to motivate him once again I asked him about animals he’s seen, and he began to write them down. Seth is a perfectionist when it comes to what he perceives is a test and never really recovered from the earlier frustration. He managed to write a total of fifty of fifty words which according to scoring guide put in the stanine group five for his age. I believe he could have written more words if he hadn’t become overwhelmed and lost his concentration. Seth is very set on the facts of right and wrong and often second guesses himself which leads to either a sloppy job (for he wants to finish everything quickly) or an incomplete task.

The words that Seth did manage to keep on the paper represent a variety of spelling confidences. He easily spelled words with the silent e such as dime and tickle and also demonstrated the ability to spell words that are exceptions to rules such as read, bear and love. Many of his vocabulary words led me to believe that he is possibly in the transitional spelling stage. He is learning and implementing the rules of spelling.

## **C. Hearing and Recording Sounds in Words**

Seth not only demonstrates a strong phonemic awareness but he also shows that he has the ability to correctly utilize the rules and strategies he has learned for spelling. This was clearly apparent during the “hearing and recording sound in words” assessment: he scored 37/37 placing him the stanine group 9. Seth correctly added the silent e to have, home and take and was also not confused by the word play, correctly adding the y. He also has knowledge of silent letters such as the h in school. Seth again demonstrated that he is well above average in his spelling and phonemic awareness in this test.

## **D. Ohio Word Test**

At the first glance of a word list Seth become excited he exclaimed, “Oh, sight words, I am so good at these.” It turns out he was right, Seth easily read twenty out of the twenty words while

barely pausing to take a breath. When he finished he asked, "Is that it? Don't you have a harder list?" His perfect score again placed him in the stanine group 9 and solidified his conjecture that he is quite versed in sight words. Seth has demonstrated throughout the assessments that he is a strong speller and possibly a very good reader. I believe he has an excellent memory and an innate ability to comprehend material.

### **E. Running Records**

To perform the running records evaluation I enlisted the help of the Classroom Reading Inventory. This test is in the form of graded paragraphs and contains no pictures to help the student infer meaning or give clues about the words. While this approach limits in some ways the students ability to use the meaning cueing system, Seth seemed to do well without it. During the reading of a passage (The Rodeo) that proved to be independent for Seth he used all the cuing systems to figure out the words, he only faltered twice and self-corrected each time. This second grade text was read by Seth with fluency until he came across the word rodeo which took a couple of sounding out moments using different rules to get the pronunciation correct. When he came to the word Midnight he again paused and made one attempt at sounding it out before he correctly pronounced the name. During Seth's reading of Monster, a third grade level passage at his instructional level, his fluency faltered, while he only erred 7 times in the 153 word passage he also self corrected 4 times. This caused his reading to be a bit choppy and repetitive. However when it came to the inflection of tone related to the different types of sentences, especially exclamation ones, he excelled. He relied heavily on all three cueing systems however when presented with a challenging word he tends to rely on the visual cuing system resulting in a series of trial and error with sounding out. Seth finally reached his frustration level when presented with a passage called Wilderness Road at fourth grade level. When Seth read this text it was extremely choppy and at times he rushed though and replaced words with similar ones relying again on the visual cuing system. Compared with the other two selections his rate of self-correction was quite low, 1:15. He was visibly frustrated throughout the reading and at the end seemed to almost give up, this result in an accuracy rate of 88 percent.

Seth is far above grade level in his reading abilities and seems to rely heavily on visual cues for word recognition when presented with difficult text. However, worth mentioning is Seth's ability to comprehend a story he has read. Even though the Wilderness Road clearly flustered Seth when I presented him with the comprehension questions at the end of the section he accurately answered them all. Each passage is followed by a comprehension section related to the story. Every time I asked these questions he either immediately answered or went back to the selection and reread it to look for the answer. This led me to make a conjecture that he may not be as comfortable with reading aloud as he is with reading silently.

### **F. Story Retelling**

During the story retelling assessment I was able to assess Seth's ability to accurately comprehend a story at his instructional level. I had him read the book *Mater Finds a Friend* which is considered a level three text. Beginning with the title he fluently read the book, possibly because he was familiar with the characters, and made comments about the characters as he proceeded. When he had finished the chosen selection I asked him to tell me about the book. He then replied "Like what?" So I prompted him by asking where it took place. He gave an answer that identified the time and place of both parts of the story. He then easily led into a discussion about the characters what their roles were and how it eventually turned out alright. While he gave me a good synopsis of the story I then asked him to put certain events in order for me which he did with ease. His performance, a score of 10/10, indicates that Seth can fully comprehend a story at his instructional level. This is also backed up with the assessment I did during running records that it is possible for Seth to understand the meaning of a story even if it is at his frustration level and encounters many difficulties during the decoding process.

Once all the test scores and evaluations are studied it is apparent that Seth excels in the language arts and should be encouraged to try more difficult tasks. Even though Seth exhibits a strong above average intellect, there is room for him to grow. In the following paragraphs I have developed some instructional plans to help encourage Seth's language arts processes.

Good job  
Jm

# Instructional Plan

## Reading:

**Objective 1:** Seth will read aloud to help develop fluency.

1. Seth will reread a book of his choosing preferably at his independent to instructional level and then read them in into a tape recorder to acquire a feel for how it sounds to read fluently.
2. Through reader's theatre Seth will learn to practice and read with intonation and fluency.
3. The teacher will model reading aloud even throwing in some mistakes so Seth can observe how this can be overcome through a rereading.

**Objective 2:** Seth will read with more attention to the grammar, syntax and meaning of the story.

1. Seth will learn about how to pause for the comma and not run the period at the end of the sentence through repeated reading.
2. Seth will practice reading books with high frequency words and use flash cards for added help.
3. Teacher will model strategies for the pronunciation of contractions and Seth will apply this to his reading skills.

**Objective 3:** Seth will do independent reading to increase his comfort with books and maintain his current reading and comprehension level.

1. Seth will attempt more difficult text and then be asked to retell the story.
2. Seth will read text he is comfortable with to other students to help increase his comfort level. (ind. level)
3. Seth will write about the stories he reads in his journal paying attention to the details within.

## Writing:

**Objective 1:** In guided writing Seth when and how to properly use and write a contraction.

1. Teacher will teach a mini-lesson on common contractions and model appropriate use in a sentence.
2. Seth will practice writing the contractions when the teacher gives the two words such as: isn't for is not.



3. Seth will then show he can properly use the contractions in a sentence through the use of his journal.

**Objective 2:** Seth will develop his writing vocabulary.

1. Seth will develop word posters for a common word that he overuses and display it in the classroom.

2. Seth will choose a word or group of words he would like to study and write about them. He may even illustrate the pictures for further understanding.

3. Seth will engage other students in conversation about his new found words. They may all pick words and share them in a small group setting.

**Objective 3:** Seth will improve his handwriting.

1. Seth will rewrite a practice sentence that his teacher has modeled for him paying special attention to letters that go below the line.

2. Seth will be allotted extra time or slow down during writing activities to ensure the neatness of his handwriting.

3. Seth will write stories to share with other students in the class, this attention may help him pay better attention to his handwriting skills and communication with his audience.

writing process?

> Do this during editing or publishing phase - focus on writing as meaning-making

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