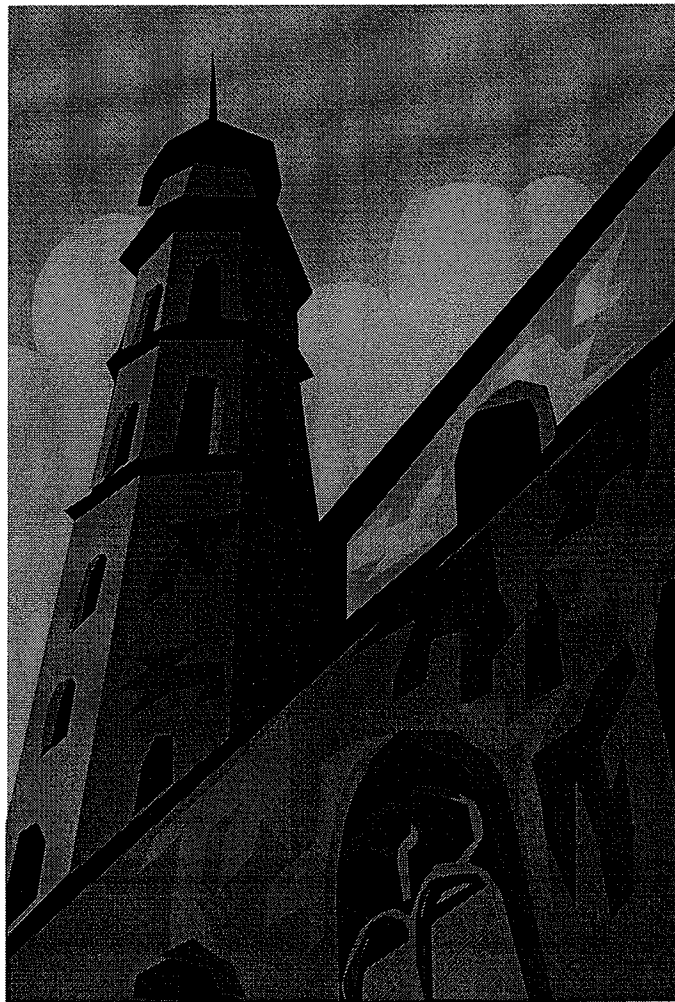


Narrative Summary



Part 1: General Observations

This case study was conducted over a five-month period, from February to May. All assessments were facilitated either within the home classroom or outside of it. All assessments were conducted away from other students in order to minimize the amount of distractions that may have interfered and ultimately jeopardized the authenticity of the case study. Each assessment took no longer than 30 minutes total and were structured so that their conduction would not cause the student to become overwhelmed with being given multiple tests.

In terms of other procedures, I made sure the student was comfortable with my presence before each assessment was administered, that he was willing to participate, and that participating in this case study would not hinder any of his other classroom work in any way. This child appeared to truly benefit from the extra practice and seemed to enjoy the extra attention. The student chosen for this study is EL and comes from a community that is primarily Hispanic. This student initially appeared to demonstrate a negative disposition to read, yet appeared to be much more motivated to write.

Throughout each of the assessments, the student appeared to genuinely take his work seriously and do the best that he could. The only difficulty I came across was during the running record assessment. Overall, I am pleased with the results and feel that I have watched this child significantly grow as a writer. He has also matured in terms of behavior and has made this experience for me valuable and memorable.

Part II: Assessment Descriptions

Writing Samples

In order to determine this student's level of writing proficiency, I compiled a selection of his writing samples completed throughout the semester. From analyzing these samples, I was able to gain an understanding of the progression of this child's ability to write in terms of language level, message quality, directional principles, concepts about print, and also spelling development. Each sample was the product of an open writing prompt, where the student was free to write about anything that he wanted. I wanted samples from this particular prompt because I did not want any hindering of quality due to a lack of interest in the subject matter.

This student scored level 4 in both language level and message quality, rating him as not yet satisfactory for his age. He did, however, rate satisfactory for directional principles scoring a level 5. In terms of spelling development, this student demonstrated both letter-name spelling and within-word pattern spelling. Because there was evidence of both levels within his work, I placed him in transition between the two. He appeared to be stronger in letter-name and weaker in within-word pattern, but does appear to be successfully transitioning between the two.

Writing Vocabulary Task

For this particular task, the student was asked to write as many vocabulary words that he would possibly think of within a 10 minute period. He was able to record 43 correctly spelled words successfully. This result placed

him in a stanine group of 4, which was average for his age. After analyzing the student's responses, it was clear that this student had a plan of action when it came to schema building. His words were written in groups, such as colors, numbers, months, and alliterations. Because this student did not appeal to me or to the word wall at all during this assessment, I feel that the results are a true reflection of the amount of words he retains within his repertoire.

Hearing and Recording Sounds in Words Task

This assessment was one of this student's stronger assessments. He scored 37 out of 37 correct, which clearly shows that he is phonetically aware. I only had to repeat the sentence one time for him while he wrote, and he finished within a few seconds after that. This student is clearly capable of connecting sounds to letters, and also demonstrated correct writing conventions of spacing, directionality, and proper handwriting for his grade level. Because he scored 100% on this assessment, he is placed in a stanine group of 7. Looking at the sentence written by the student, there is only one mistake evident, that being the insertion of a silent "e" in the word "rideing." Since this assessment primarily focuses on phonemes, this error does not technically count.

Ohio Word Test

This assessment was administered to assess the knowledge that this student had of high frequency sight words. This assessment was composed of a list of 20 words that the student was to read. The student would receive 1 point for every correctly read word, which would ultimately place him in a stanine group. Of the 20 words on the list, this student scored 17 of 20 correctly, placing him in a stanine group of 7. The words that the student incorrectly pronounced

were words that are typically parts of contractions. I believe that because the student does not usually segment contractions, he was thus unfamiliar with these particular words.

Running Records

This assessment was administered to help inform me as to which cueing system the child uses when reading. After multiple running record sessions, I was able to determine that this student's easy level was 12, instructional was 14, and frustration level was subsequently 16. Looking at all three records, it became clear that this student struggles with comprehension. He did not demonstrate the usage of his semantic cuing system in much of the text. The errors made were primarily syntactical and visual. The child frequently appealed for help and seemingly guessed with a word that looked similar when he was uncertain of a word.

During the easy and instructional levels, the student appeared to mainly make errors pertaining to syntax and visual, however, as the text became more difficult, his errors were all over the board in terms of cueing systems. Again, he did not display a positive disposition to read at this level and simply gave up towards the end. After analyzing the records and my notes, I was able to make the determination that this student not only struggles with comprehension, but is also a word caller. This is probably the result of the fact that he is an EL student.

Narrative Retelling

This assessment helped to reinforce what I learned about the student's comprehension struggles during earlier assessments. The purpose of this assessment was to measure the child's ability to comprehend text at his

instructional level. Because I knew that he had difficulty of this nature, I chose a text that has clearly defined events and a structured plot. I also chose a book that was within his easy level of reading. The results of this assessment were aligned with what I had anticipated, that his student was not able to answer the majority of questions without prompting from myself. The student was only able to recall the beginning and end events, as well as the name of the main character in the story. All of the other events he replied that he did not know before I gave him the prompting. For this assessment, I also had him read to me rather than me read the story to him because I felt that he was capable of it.

*Good job
JM*