

CASE STUDY

Name: Cash
Birthdate: 7/21/2009
Age: 6

School: Cambridge Elementary School
Grade: Kindergarten
Date of Report: 12/9/2015

REASON FOR REFERRAL

(Source: Classroom Teacher)

- A. Enrichment X
- B. Reading Difficulties _____
 Below Grade Level Reading Ability _____
 Word Attack Problems _____
 Sight Word Problems _____
 Comprehension Problems _____
- C. Writing Problems _____
 Difficulty in Communicating thru Writing _____
 Inappropriate Grammatical Knowledge _____
 Inappropriate Spelling Knowledge _____
- D. Listening Comprehension Problems _____
- E. Time on Task Problems _____
- F. Study Strategy Problems _____
- G. Poor Attitude Toward Reading/Writing _____
- H. Poor Attitude Toward School _____
- I. Lack of Interest in Reading/Writing _____

Comments: Cash was recommended to me by his kindergarten teacher. He is reading above grade level, and she wanted him to receive enrichment activities that cannot be administered during the school day.

CASE HISTORY

(Source: Mom)

- A. Birth Data:
 Apparently Normal: Yes
 Other: _____
- B. Developmental History:
 Apparently Normal: Yes
 Other: _____
- C. Medical History:
 Apparently Normal: Yes
 Eyesight Problems: None
 Specifically: _____
- Hearing Problems: None
 Specifically: _____
- On Medications: No
 Specifically: _____
- Other Physical Impairments None

Comments: Cash has no medical issues that would hinder his reading ability.

EDUCATIONAL HISTORY

- Above Grade Level Achievements/Grades Yes
 Specifically: Reading, Word Study, Math
- On Grade Level Achievements/Grades Yes
 Specifically: Writing
- Below Grade Level Achievements/Grades None
 Specifically: _____
- Retained a Grade None
 Specifically: _____
- Attended More Than One School None
 Specifically: _____

Attitude Towards School – Generally:

A) Good X B) Average _____ C) Poor _____

Comments: Cash enjoys coming to school every day.

Attitude – Self Towards School:

A) Good X B) Average _____ C) Poor _____

Comments: Cash enjoys learning new information at school.

Subjects Likes: Math, Gym, Morning Meeting, Guidance

Subjects Dislikes: None

FAMILY HISTORY

(Source: Mom)

Lives With: Mom and Dad

Number of Siblings (M/F) and Ages: 1 brother, age 4

Relationship to Care Givers:

 Apparently Normal: Yes

 Comments: Cash is always eager to share information with his parents.

Relationship to Siblings:

 Apparently Normal: Yes

 Comments: Cash enjoys playing games with his younger brother.

BEHAVIOR DURING TESTING AND LIMITATIONS OF RESULTS

Apparently Normal	<u>Yes</u>	Showed Evidence of Anxiety	<u>No</u>
Difficulty Understanding English	<u>No</u>	Refused to Cooperate	<u>No</u>
Possible Vision Problems	<u>No</u>	Possible Hearing Problems	<u>No</u>
Any Difficulties with Test That Would Effect Reliability/Validity of Test Results	<u>No</u>	Comments: Cash was very excited to be working with me.	

ASSESSMENT RESULTS

Assessment Used: QRI-5

Word List

Pre-Assessment

Independent: Level One (100%)

Instructional: Level Two (85%)

Post-Assessment

Instructional: Level Two (85%)

Narrative

Pre-Assessment

Instructional: Level One (CWPM: 103, Recall: 6, Questions: 4/6)

Frustrational: Level Two (CWPM: 102, Recall 5, Questions: 2/8)

Post-Assessment

Instructional: Level One (CWPM: 133, Recall 9, Questions: 4/6)

Listening level

Independent: N/A

Instructional: N/A

Frustrational: N/A

Expository

Independent: N/A

Instructional: N/A

Frustrational: N/A

Words Their Way Primary Spelling Inventory

Pre-Assessment

Instructional: Letter Names-Sort 15 (ch, sh)

Post-Assessment

Instructional: Letter Names-Sort 24 (k, wh, qu, tw)

Comments: Cash is good at reading words in isolation on the word lists and in narrative QRI-5 passages. Before tutoring, he struggled with retelling and answering comprehension questions for the passages. After tutoring, he was about to recall more information from the passage, but he still struggled with answering comprehension questions.

PHONEMIC AWARENESS / PHONICS RESULTS

Letters/Sound Relationship

Upper Case Yes

Lower Case Yes

Sounds Yes

Segmentation Yes

Blending Yes

Rhymes Yes

Early Names Test

Initial Consonants Yes

Ending Consonants Yes

Consonant Blend Yes

Consonant Digraphs Yes

Short Vowel Yes

Long Vowel No

Vowel Digraph No

Rimes Yes

Names Test

Initial Consonants Yes

Initial Consonant Blends Yes

Consonant Digraphs Yes

Short Vowels Yes

Long Vowels No

Vowel Digraphs No

Controlled Vowels No

Schwa No

Comments: Cash is able to identify initial and final consonants. He is also able to identify short vowel sounds. Before tutoring, Cash could not identify consonant blends or digraphs. After tutoring, he was able to identify most consonant blends or digraphs. He should continue to work —ch digraph.

INTERPRETATION OF INFORMATION COLLECTED

(Source: Classroom Teacher & Tutoring Sessions)

B. General Capacity (+ / -)

High Listening Level Compared to Reading Level
Low Listening Level Compared to Reading Level

N/A
N/A

C. Prognosis for Reading Improvement (X)

Rapid _____ Average X Slow _____

Comments: Cash made adequate gains during tutoring sessions. He increased his CWPM and ideas recalled but can continue to work on answering comprehension questions.

D. Reading Achievement

Instructional Reading Level: Level One (QRI-5)

Attitude Toward Competence in Reading (X)

Good X Average _____ Poor _____

E. Word Analysis Skills

APPLICATION (+ Strength; - Weakness)

Initial Consonants	+
Ending Consonants	+
Consonant Blend	+
Consonant Digraphs	+
Short Vowel	+
Long Vowel	-
Vowel Digraph	-
Rimes	+
Initial Consonant Blends	+
Controlled Vowels	-
Schwa	-

SIGHT WORDS

Grade Level Achieved: First

Comments: Cash is able to identify initial and final consonants, short vowel sounds, and most consonant digraphs and blends. He is able to read kindergarten and first grade sight words in isolation and in books.

F. Comprehension (+ Strength; - Weakness)

Retelling	+/-
Explicit Questions	+
Implicit Questions	-
Familiar Text	+
Expository Text	+/-
Narrative Text	+

Comments: Cash improved on retelling stories during tutoring sessions, but he can continue to work on this skill. He can also continue to work on answering comprehension questions for both expository and narrative text.

G. General Achievement/Grades

Strengths: Reading, Word Study, Math

Weaknesses: N/A

Helpful Attitudes: Attentive listener, eager learner

Inappropriate Attitudes: N/A

INTERPRETATION OF INFORMATION COLLECTED CONTINUED

A. Learning Style (describe strength) Cash is an attentive listener which allows him to take all information in and process it for himself.

H. Specialized Areas (yes / no)

Vision

Apparently Normal Yes

Wears Glasses No

Tracking Concerns No

Hearing

Apparently Normal Yes

Comments: Cash has no specialized areas that would hinder his reading ability.

RECOMMENDATIONS

A. Word Analysis Skills

-ch digraph

Long vowel patterns

B. Comprehension Strategies/Skills

Retelling

Implicit Questions

C. Writing Skills/Strategies

Writing in complete sentences

Capital letters and punctuation

D. Learning Style Modality (describe)

Auditory Preference: Cash finds it easy to learn by listening. He enjoys dialogues and discussions.

E. Wide Range Reading (List what genres or types of books student likes)

Cash enjoys all genres of books. He especially enjoys informational text, because he can learn new information from it.

Comments: Cash made gains during our tutoring sessions. In order to continue to make gains, he can work on the -ch digraph and long vowel patterns. He can also continue to work on retelling stories and answering questions about what he's read. He should also continue to write about what he's read.

OVERALL SUMMARY STATEMENT

Before tutoring, Cash was able to identify initial and final consonants and short vowels. However, he was not able to identify consonant digraphs or blends. He was able to read all words in the QRI-5 Level One passage. He struggled with retelling what he read and answering comprehension questions. After tutoring, Cash was able to identify most consonant digraphs and blends. He was still able to read all of the words in the QRI-5 Level One passage. He improved on his ability to retell the story. Cash can continue to work on the -ch digraph and long vowel patterns. He spells all long vowel patterns with just the vowel he hears. He can also continue to work on thoroughly retelling stories and answering comprehension questions regarding the story he reads. In addition, he should consistently write about what he reads.

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Cash
12-16-15

Descriptor	Proficient (2)	Basic (1)	Minimal (0)	Final Score
Directions	Followed all directions thoroughly. Complete cover page, report written and presented in a professional manner. +	Majority of directions followed. Complete cover page; report writing and presentation could have been more professionally completed.	Followed few directions. Cover page missing or incomplete. Did not include a complete report. Lacked professional presentation and quality of writing.	0-2 + 2
Background Information on Students (x8)	Submitted all of the following in detail: students' first name, date of birth, grade in school, reason for referral, case history, school history, student attitude, and family history. +	Submitted all of the following but lacked thorough reporting: students' first name, date of birth, grade in school, reason for referral, case history, school history, student attitude, and family history.	Submitted some of the following, need more detail: students' first name, date of birth, grade in school, reason for referral, case history, school history, student attitude, and family history.	0-16 + 16
Assessment of Students (x8)	Listed specific pre and post tests; reason for choosing the assessment, dates administered and results. Noted student attitude/behavior during testing. Thoroughly discussed reading diagnosis. The specific plan and goals for the student were based on assessment results. +	Lacked clarity or thoroughness in some of the following: List of specific pre and post tests and reason for choosing the assessment, dates administered and results. Some notation of student attitude/behavior during testing. Most of the plans and goals for the student were based on the assessment results.	Lacked clarity or thoroughness in most or all of the following: List of specific pre and post tests and reason for choosing the assessment, dates administered and results. Minimal or no notation of student attitude/behavior during testing. Very few plans and goals for the student were based on the assessment results.	0-16 + 16
Daily Lesson Plans (x18)	Included all of the following: well prepared, professionally developed daily lesson plans. Recorded date and time of each session with objectives, instructional activities, evaluation and reflection. Each session followed a consistent format. Each session included word study, fluency, and comprehension activities. Utilized running records daily. Included a daily reflection. Used a balance of narrative and expository texts. Short reflection included daily. +	Included most of the following: well prepared, professionally developed daily lesson plans. Recorded date and time of each session with objectives, instructional activities, evaluation and reflection. Each session followed a consistent format. Each session included word study, fluency, and comprehension activities. Included a daily reflection. Utilized running records. Used a balance of narrative and expository texts. Some daily reflections.	Included some of the following: well prepared, professionally developed daily lesson plans. Recorded date and time of each session on a recording sheet with objectives, instructional activities, evaluation and reflection. Each session followed a consistent format. Each session included word study, fluency, and comprehension activities. Utilized running records. Reflected daily. Used a balance of narrative and expository texts. No daily reflection.	0-36 + 36
Overall practicum reflection (x4)	Included: summary of procedures used while assessing, tutoring, and re-assessing students; implications of how this practicum benefitted the teacher; implications of future teacher and student impact. Proper spelling and grammar used throughout. +	Missing one of the following: summary of procedures used while assessing, tutoring, and re-assessing students; implications of how this practicum benefitted the teacher; implications of future teacher and student impact. Proper spelling and grammar used throughout.	Missing more than one of the following: summary of procedures used while assessing, tutoring, and re-assessing students; implications of how this practicum benefitted the teacher; implications of future teacher and student impact. Proper spelling and grammar used throughout.	0-8 + 8

A=74.1-78

AB=70.2-74

B=66.3-70.1

BC=62.4-66.2

C=58.5-62.3

CD=54.6-58.4 D=50.7-54.5

Total 78 /78

Comments: logical progression of lessons ~ Nicely done!

Dassig 12-16-15

