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Professor Orosco

Case Study Final

Case Study Student Info, Assessments, Data, and Plans

 For this assignment, I will be providing a detailed profile of a student I have selected to be the focus of my literacy case study this fall. The student I have selected has gone by the pseudonym Keaton Ryan. Keaton is a 13 year old, Caucasian male who attends the school he chose to call “The Coolest Private School.” Keaton is an 8th grader at this private Christian school which is located in Yukon, Oklahoma. This student recently changed schools from a public school to a private school, and has been making his adjustment in regards to curriculum, teachers, classmates, and extracurricular activities.

 Keaton is the youngest of three children; he has an older sister who is in 9th grade and an older brother who is out of college. His parents are married, and both parents work full-time, so Keaton’s grandmother plays an important role as she helps Keaton’s parents with the two kids who are still in school. The primary and only language spoken in the home is English, and his family is very involved in his school, extracurricular activities, and church. Among various activities that Keaton enjoys, he recently started playing football for his new school. He has played basketball for years and was excited when the private school was looking for and needed more football players (smaller class sizes.)

 After the initial meeting with Keaton, he expressed a dislike for reading and views himself as an “okay” reader and writer. Keaton explained that he enjoys reading when he gets to pick out the books but does not particularly enjoy reading to learn in his classes. From observation, it seems that Keaton is eager to learn more about a variety of topics and uses reading to learn new information (i.e. social media) but does not like to be assigned readings in areas not related to his interests. Keaton believes he is good at history and science, and he really enjoys his new bible study class where he likes to read his Bible. He admits he struggles in reading and math, especially when the math brings in the letters (algebra.) As for what he likes best about school, Keaton says he loves his new friends and his new teammates in basketball and football. Outside of school, Keaton likes to go to amusement parks, attend church, and go to the gym. He especially enjoys collecting special Nike tennis shoes, and he attends different shoe conventions to meet the creators and get autographs. Keaton’s favorite pair of Nike’s was created by Kevin Durant, which are also signed by the former Oklahoma City Thunder basketball player. His shoe hobby brings us to what he dreams of becoming he grows up; he would like to be a shoe designer at Nike.

 Keaton has several goals in and out of school. In relation to his tennis shoes, he would like to create a viewing space in his room for the shoes he has collected so far, including a glass case. He hopes to either sell these or keep them for viewing depending on the increase of value the shoes have over the years. In regards to his school, Keaton wishes he had more free time to read on his own and that he could read what he wants to read instead of what the teacher assigns. Further, Keaton wants to improve in English since he expressed how he struggles in reading and math. He wants to be confident in the different grammar rules as well as be a better speaker.

Overall, he’s excited for the rest of his school year (only one semester left until he’s in high school!) since he’s mostly acquainted with his new classmates, and basketball season is in full swing. I enjoyed getting to working with this student and seeing how I positively impacted his reading. Next I will discuss the completed assessments in the areas of reading: phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension. These assessments also express Keaton’s strengths, weaknesses, recommendations for future reading instruction/intervention plans based on the assessment data.

First, the 8th grade student, Keaton Ryan, was assessed using DIBELS Nonsense Word Fluency (NWF) and Phoneme Segmentation Fluency (PSF) in the Fall of his 8th grade school year (2016-2017). These assessments are typically used in grades kindergarten through second grade. After reading the DIBELS Next assessment manual, I came to the conclusion that I should select the most advanced options from these two assessments to apply towards my student. That being said, Keaton was assessed with the level 20 of both NWF and PSF. See scoring sheets in PDF file for reference.

 The first assessment used was the NWF (typically used up to the beginning of second grade). Here, Keaton made no mistakes, provided correct letter sounds, and correctly spoke the whole words (make-believe words). Further, Keaton had 143 out of 143 total correct letter sounds and 50 out of 50 total whole words read. These scores indicate that Keaton is proficient in this area assessed compared to how second grade students typically do on this particular assessment at the beginning of their school year (Referencing the PDF: DIBELS Next Recommended Benchmark Goals). Since Keaton is above the grade level this assessment is typically for, and since he scored perfectly on both assessments, it is difficult to determine if he is on par with students in his own grade level in the subject of reading. However, seeing as he made zero mistakes in either assessment, I am going to assume that he is proficient if not advanced in reading at his current level (8th grade).

 The next assessment used was the PSF, also level 20. This is normally used up through the beginning of first grade if needed). In this assessment, Keaton correctly said the letter sounds for the corresponding words provided. He scored 77 out of 77 on this form. This further supports that he is proficient in these areas of development that normally are addressed and learned in grades kindergarten through early second grade. To conclude using the evidence I have collected, Keaton is expected to be proficient at his current reading level if not higher. A suggested reading plan for Keaton would be to continue core support in his subject areas.

 The 8th grade student, Keaton Ryan, was assessed using DIBELS Oral Reading Fluency (DORF) in the Fall of his 8th grade school year (2016-2017). This assessment is typically used in starting in the middle of first grade through sixth grade. DORF assesses a student’s literacy skills in advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension. After reading the DIBELS Next assessment manual, I came to the conclusion that I should select the most advanced option from this assessment to apply towards my student. That being said, Keaton was assessed with the level 20 of the DORF assessments. See scoring sheet in PDF file for reference.

 Second, the assessment used was the DORF (typically used from the middle of first grade through the spring of sixth grade). Here, Keaton made only one mistake, provided correct letter sounds, correctly spoke the whole words, read with prosody, as well as was able to retell the passage with 3 or more main ideas in sequence. Further, Keaton had 303 out of 304 total correct words and scored a 62 on the retell section. These scores indicate that Keaton is proficient in these fluency areas assessed compared to how sixth grade students typically do on this particular assessment at the end of their school year (Referencing the PDF: DIBELS Next Recommended Benchmark Goals). Since Keaton is above the grade level this assessment is typically for, and since he scored near perfect on the assessment, I chose not to use two other assessments to determine his words per minute or median score. He was able to read this passage (304 words) in under two minutes. Moreover, seeing as he made only one mistake in this assessment, I am going to conclude that he is proficient if not advanced in oral reading fluency at his current level (8th grade).

 This further supports that he is proficient in these areas of development mentioned in the first paragraph that normally are addressed and learned in grades first through sixth. To conclude using the evidence I have collected, Keaton is expected to be proficient at his current reading level if not higher. A suggested reading plan for Keaton would be to continue core support in his subject areas.

Third, the 8th grade student, Keaton Ryan, was assessed using CORE Vocabulary Screening in the Fall of his 8th grade school year (2016-2017). This assessment can be used in grades 1 through 8. CORE Vocabulary Screening measures how well students know the meaning of grade-level words they read silently. After reading the introduction to this assessment and after speaking with Keaton’s homeroom teacher, I came to the conclusion that I should select Form A (fall) for level 8 (8th grade) option from this assessment to apply towards my student. That being said, Keaton was assessed with the Form 8A of the CORE Vocabulary Screening assessment. See scoring sheet in PDF file for reference.

 The assessment used was the CORE Vocabulary Screening (used from the beginning of first grade through eighth). Here, Keaton provided 27 correct answers and only making 3 mistakes. Further, Keaton had 27 out of 30 total correct vocabulary choices. This score indicates that Keaton is proficient in the vocabulary assessed compared to how eighth grade students typically do on this particular assessment at the same time of school year (fall). This conclusion can be made since Keaton provided no empty responses and scored a 90% compared to a normal grading scale. Moreover, seeing what he had difficulty with in this assessment allows us to adjust vocabulary instruction. For example, one of the words he missed was choosing a similar word to “situated.” He chose “assembled” instead of the correct choice “located.” We can conclude from his choices that he was on the right track, but needs additional support to ensure his vocabulary comprehension success.

Overall, this vocabulary assessment supports that he is proficient in this areas of development mentioned in the first paragraph that normally are addressed and learned in 8th grade at this time of year. To conclude using the evidence I have collected, Keaton is expected to be proficient at his current vocabulary reading level. A suggested vocabulary plan for Keaton would be to continue core support in his subject areas and providing word attack strategies to determine meanings of unfamiliar words.

Fourth, the 8th grade student, Keaton Ryan, was assessed using CORE Reading Maze Comprehension Assessment in the Fall of his 8th grade school year (2016-2017). This assessment can be used in grades 2 through 10. CORE Reading Maze Comprehension Assessment is a task that measures how well students understand text they read silently. After looking into this assessment and after speaking with Keaton’s homeroom teacher (spoken with about the previous assessment for vocabulary), I came to the conclusion that I should select Form A (fall) for level 8 (8th grade) option from this assessment to apply towards my student. That being said, Keaton was assessed with the Form 8A of the CORE Reading Maze Comprehension assessment. See scoring sheet in PDF file for reference.

 The assessment used was the CORE Reading Maze Comprehension assessment (used from the beginning of second grade through tenth). Here, Keaton provided 37 correct answers and not making any mistakes. Further, Keaton had 37 out of 37 total correct answer choices. This score indicates that Keaton is proficient in his comprehension skills based on the assessment materials compared to how eighth grade students typically do on this particular assessment at the same time of school year (fall). This conclusion can be made since Keaton provided no mistakes responses and scored a 100% compared to a normal grading scale. Moreover, seeing how he performed and what strategies he used to choose his answers, we will be able to adjust comprehension instruction. For example, when choosing answers, the article adjectives (often the right choice) threw him off because he was thinking the words while reading and so looking for the next logical word that would flow in the sentence. He quickly realized that the article adjectives were there to throw him off but were in fact the correct answers, in most cases. We can conclude from his choices and from how he applied comprehension strategies that he is on the right track, and should only need additional core support to ensure his comprehension success.

Overall, this comprehension assessment supports that he is proficient in this areas of development mentioned in the first paragraph that normally are addressed and learned in 8th grade at this time of year. To conclude using the evidence I have collected, Keaton is expected to be proficient at his current comprehension reading level. A suggested comprehension plan for Keaton would be to continue core support in his subject areas and providing a strong base for comprehension strategies to use in and out of school such as: paraphrasing, using context clues, summarizing, questioning, predicting, etc. to put in his “reading toolbox.”

Fifth, the 8th grade student, Keaton Ryan, was assessed using a formative assessment I created in the content area of History. After talking with the student, I learned that he is starting to struggle in this subject. What is of help particularly with this type of assessment is that the teacher (me in the case) can create an assessment based on the subject, area, topic, lesson, objectives, strategy, or even abilities for any student in any grade. One of Keaton’s most recent assignments for his history class was to determine the cause of the Civil War, discuss the differences between the North and the South, and then determines if this could happen again but for other reasons (voice who between, what for, and the plausible outcome.) The only resource they had for this was their classroom textbook. He did not fare well on this assignment, so I decided to give it a disciplinary twist and have him read text from a soldier during the Civil War, find a video that expresses the differences between the sides, discuss with a family member about what they remember (or interview someone he knows in the military about his/her experiences), and then present to me what he learned, the cause of the war and what evidence he discovered to support that, what similarities there are between the North and South compared to today’s society, and if he predicts that a similar war could occur (if so, over what and when?)

 The scoring of this assessment was through observation and interview. Keaton provided the letter he chose to read, the video, and the person he met with to learn about the Civil War. See the document titled FormAssessResults for reference. The way I scored this assessment was in a variety of ways listed below:

1. Find and read a letter/text about the Civil War written by someone alive during that time
2. Find and watch a video discussing the differences between the North and South
3. Interview a person on their perspective of the Civil War and what they know (can be military personnel or family member)
4. Present to me what is learned and how he benefited from this compared to his original assignment

The presentation would have been recorded but the mother of Keaton did not wish for this to be taped. In regards to scoring this assessment, I observed his completion of these tasks as well as conversed with Keaton to assess his understanding of this history topic. He fared well, completed the tasks, and seems to have a much clearer understanding of this time period, the people who were alive then, how the sides differed and compared, as well as how the war continues to have an effect on our lives today.

To conclude using the evidence I have collected, Keaton is expected to be proficient at his current disciplinary level in history. A suggested curriculum/plan for Keaton would be to continue core support in this area and to integrate hands on activities to support the lessons.

Sixth, the 8th grade student, Keaton Ryan, was assessed using Proficiency in the Sentence Writing Strategy assessment in the Fall of his 8th grade school year (2016-2017). This assessment can be used in grades K-12. Proficiency in the Sentence Writing Strategy measures how well students can write sentences, what types of sentences, etc. After reading the instruction manual to this assessment, I chose a topic for Keaton to write about (type) and send to me. That being said, Keaton was assessed by the scoring of his writing sample. See scoring sheet and writing sample in files for reference.

 The assessment used was the Proficiency in the Sentence Writing Strategy (used from the beginning of kindergarten through high school). Here, Keaton provided 10 complete sentences, a thoughtful paragraph about his trip to Disneyworld in Orlando, Florida. Further, Keaton had 2 simple sentences, 3 compound sentences, 4 complex sentences, and 1 compound-complex sentence. The scoring of this sample indicates that Keaton has a mastery of sentence writing. This conclusion can be made since Keaton provided 10 out of 10 complete sentences, a 100% on the score sheet. Moreover, eight out of ten of his sentences were complicated: 80%. Further, 8 out of 8 of his complicated sentences were punctuated correctly. We can conclude from his writing sample that he is on the right track, and will continue to need core support to ensure his writing success.

Overall, this writing assessment supports that he has mastered the different types of sentences mentioned in the first paragraph that normally are addressed and learned at this point in his education. To conclude using the evidence I have collected, Keaton is expected to be proficient at his current writing level. A suggested writing plan for Keaton would be to continue core support in his subject areas and providing writing strategies, such as outlining, to enhance his writing skills.

To conclude this case study, Keaton has many strengths and weaknesses in and out of the classroom. He is a very positive and intelligent 13 year old (almost 14- he’d like me to add) and he has a promising and foreseeable successful future. Next are two lesson plans that target skills identified in the recommendations for future reading instruction/intervention based on the assessment data.

**Case Study Lesson Plan (1)**

**Brief Lesson Description**

* Students will practice rewriting and summarizing paragraphs, paraphrasing the information, facts, and other details in a writing sample. The students will be able to effectively paraphrase and rewrite a paragraph from various sources, successfully convey the content, avoid plagiarism, and follow the usual rules for writing.

**Learning Objectives**

* **CCSS.ELA-Literacy.W.7.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
* **CCSS.ELA-Literacy.W.7.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
* **CCSS.ELA-Literacy.W.7.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Materials**

* One 4-6 sentence paragraph from various sources for each student
* Access to dictionary/thesaurus resource; **each** student will need the number of index cards equal to the number of students in the classroom

Prepare ahead of time:  3-5 line paragraphs **equal to** the number of students in the classroom, best if paragraphs are non-fiction related to science and history topics, assign a number to each paragraph.  Separate example paragraph to display for students to see.

**Instructional Arrangement**

This will take place in the classroom. Only one teacher is needed to deliver instruction. Students can work in groups, pairs, or individually for guided practice but individually for homework.

**Teaching Procedures and Techniques**

Opening to Lesson

* Display the example paragraph so all students can read it
* Ask a volunteer to read it aloud
* Ask a second student to summarize the paragraph in their own words
* Ask a third student to summarize in their own words
* Ask students why writers cannot copy content word for word
* Discuss the responses, stressing that plagiarism is illegal

Body of Lesson

Modeling

* Tell students: Each of you will now have a chance to practice rewriting content without plagiarizing the work.
* Ask students how they could change the words of a paragraph without changing its meaning or content
* Allow students to respond, guiding them to the use of dictionaries/thesauruses
* Refer to the original example paragraph and have students choose a word or two to replace with a synonym from a thesaurus

Guided Practice

* Distribute the blank index cards to each student
* Pass out one of the articles to each student
* Students will paraphrase the paragraph, writing it on an index card, have them write the paragraph number onto the card
* Once the article is paraphrased, collect all of the original articles
* Next, have each student pass their paraphrased paragraph to another student (hand it to the student behind them, etc.)
* With a new index card, the student will rewrite the paragraph that was just paraphrased, writing the number on their index card
* Important: The students will keep the card they just completed but pass the original to another student.  (The original will be one of the FIRST cards from the original paragraphs.)
* The previous steps will be followed until each student’s original card is returned to them. In their possession they will have a stack of index cards, one for each of the original articles paraphrased from *x* number of paragraphs from peers
* The teacher will collect all of the index cards- combining all of the #1s, #2s, etc.
* Once all cards are collected, the teacher will read aloud Original Paragraph #1 and the Last paraphrased Paragraph #1 (which was paraphrased the same number of times as there are students in the class)
* Students will compare/contrast the two paragraphs sharing their comments
* The teacher will repeat this exercise with several other index cards

Independent Practice

* Assign for homework a worksheet with five paragraphs students will effectively paraphrase

Closing

Stress to students that when paraphrasing a paragraph or someone else’s writing the content should not be changed, the information should be conveyed as originally as possible.  Ask students what difficulties they had in doing the exercise.  Remind students that the use of a dictionary/thesaurus is important.

**Assessment of Student Learning**

Review student’s work, create a worksheet with 5 paragraphs students must paraphrase and rewrite. Use paragraphs from one multi-page resource related to science/history.  Present the lesson over a longer period of time.  Use half the number of paragraphs to shorten the lesson.

Resource: <http://www.teacher.org/lesson-plan/what-year-did-that-happen-2>

**Case Study Lesson Plan (2)**

**Brief Lesson Description**

Students will research and write a persuasive essay about the effects of plastic in everyday use. They will be encouraged to send these letters to officials who could make a difference. Students will be able to research the effect of plastic on the environment. Students will write arguments to support claims with clear reasons and relevant evidence. Students will introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

**Learning Objectives**

**CCSS.ELA-LITERACY.W.7.1** - Write arguments to support claims with clear reasons and relevant evidence.

**Materials**

* The video clip at <http://storyofstuff.org/movies/story-of-bottled-water/> if your school computer won’t access it you may be able to download and email the video in advance from your home.
* Computer or library access for each student to research the topic, pencil, paper, any additional resources that the teacher or school has about plastic and the environment.

**Instructional Arrangement**

This will take place in the classroom. Only one teacher is needed to deliver instruction. Students can work individually to showcase sentence writing skills in the essay.

**Teaching Procedures and Techniques**

### Opening to Lesson

* Show the video from <http://storyofstuff.org/movies/story-of-bottled-water/>
* As a class, discuss the video.
* Do the students drink bottled water? Why? What makes it easier?
* What other plastic do they use in their daily life?
	+ Plastic bags, plastic containers…
* Who is responsible for the plastic consumption in the student’s every day life?
	+ Their parents, the school, the grocery store, the city?

### Body of Lesson

#### Guided Practice

* Ask students to think about the one way that they could personally cut down on plastic life in their life.
	+ If it is easily solvable, like buying yogurt in bigger containers, think bigger.
* In what way will they need someone else’s help in cutting down on plastic?
	+ For example, plastic bags at the grocery store, plastic bottles sold at school, unnecessary packaging on products that they buy at a store.
	+ Pass out the graphic organizer and have students fill in as much as they can, based on their brainstorming.
	+ They should be able to write their audience, topic, position, and at least 2 reasons without research.
	+ As a class, brainstorm one reason why reducing plastic will help the environment in general and all students can use this example as one of their reasons.
	+ For example, the energy that it takes to produce plastic, the waste that it creates, the land fills that it contributes to, how long it takes to break down…

#### Independent Practice

* As homework, or during computer or library time, students will use the internet and library resources to find evidence to support why reducing plastic will help the environment and complete the graphic organizer.
* Have students partner up and share their completed graphic organizer.
* Walk around and give feedback.
* You may wish to collect and check/grade the graphic organizers.
* Once they have a complete graphic organizer and are confident that their ideas are well thought out and researched, students will write a persuasive letter.
* Explain to students that they will actually send this letter to the appropriate person (the audience) in hopes for making a change. Encourage them to write clearly and convincingly.

### Closing

Send or email the student’s persuasive letters to the appropriate person. As the responses come in, have students read them to the class and discuss the responses.

**Assessment of Student Learning**

Students will complete a well-researched persuasive letter to encourage the city and/or their family and friends to consume less plastic. The teacher can work with students in small groups for those who need extra assistance. Students who are reluctant to participate can work with a partner. Teacher can provide verbal and physical cues to help students.

Resource: <http://www.teacher.org/lesson-plan/reducing-every-day-plastic-use/>

No feedback was available for this assignment other than the 50/50 full marks

(1/1)

