CASE STUDY – Documentation of Student Learning
Typed Comparative Analysis of Pre & Post Observation Survey Scores

MWSU Student: Travis Greenwood   **Child's Name:** Levi Chance

		Initial Assessment	Final Assessment
RI	Reading Interest (high-medium-low)	Medium	
CAP	Concepts About Print 17	17/17	
WT	Sight Word Test 40 or 100	40/40 96/100	
WV	Writing Vocabulary	43 Words	
DIC	Hearing & Recording Sounds in Words 30	27/30	
TR	Text Reading Level • Independent • Instructional • Frustrational	= C = D = E	
Bullet Points of What the Child Learned:			

- Cross Check
- Visually seach

<u>Typed</u> Initial Emergent/Early Student Assessment Summary

Student First Name: ___Levi_____   Grade: ____2nd___

Classroom teacher: ___L.Williams_____

Reading Interest Survey   **RI**   Medium

*****Letter Identification**   **LI**   Score letters known by name sound or word   51/54

*****Concepts about Print**   **CAP**   Score 17/17

Sight Word Test   **WT**   Score 40/40 & 96/100

high frequency words

Writing Vocabulary   **WV**   Number of words written in 10 minutes: 43 words

Hearing and Recording

Sounds in Words   **DIC**   27/ 30   Phonemic Awareness

Text Reading Level   **TR**   __C__ Letter for Independent Level

___D__ Letter for Instructional Level

___E___ Letter for Frustration Level

MWSU student name: Travis Greenwood   Date: 10-03-12

Child's first name: Levi   Grade: 2nd   Classroom teacher: L. Williams

<u>Typed</u> - Initial OBSERVATION SURVEY SUMMARY SHEET

Summary of Running Record TEXT TITLES	Level	Running Words Errors	Error Rate	Accuracy %	SC rate
1. IND: _____Tiger, Tiger_____	3/C	62/1	1:50	98%	1:3
2. INSTR: _Lizard Loses his tail____	5/D	50/3	1:16	93%	1:3
3. FRUS: ___Lion and the rabbit____	9/F	90/10	1:9	89%	1:11
4. FRUS: __Baby Bear's Present___	9/F	125/14	1/8	87%	1:14

Directional
Movement : L to R, Return Sweep, left page before right, Where to start, one to one matching, first and last concept.

ANALYSIS OF ERROR: Cues used and neglected include strategies of the self-extending system, solves, discovers

IND: Close attention to pictures VS, Monitor reading, and R→SC, R→C, Cross-Check.

INSTR: Cross check, R→SC, R→C VS, cross check, discovers for self. No monitor, no discover

FRUS: R→SC, no cross checking, no VS, no monitor, no solve, no discover

Cross-checking Cues: Picture to print, little fluency and little comprehension.

LETTER IDENTIFICATION   51/54

Known: Aa Bb Cc D Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo PP Rr Ss Tt Uu Vv Ww Yy Zz

WORD TEST   40/40 or 96/100

Known: Can Could Again and yes ran saw the pretty it has said down where after let here am there over little what did them one like her find we they live away are no put look do who then play

CONCEPTS ABOUT PRINT   17/17 Known :Front of Book, print contains message, where to start, left to right, return sweep, one to one matching, first and last concept, left before right page, meaning of question mark, period, comma, quotation, Capital Lower case, one letter, two letter one word, two word, first and last of word.

WRITING VOCABULARY -10 minutes	DICTATION _27/30_
43 Words Known: or, let, Levi, play, fun, class, school, mom, dad, do, dog, big, no, ball,game,the,for,got,rat,dog,on,ot,rat,too,law, own,her,love,yes, cat	Known: The boy is riding his bike he can go fast on it you look him go

MWSU Student Name: ___Travis Greenwood___   Child's first name: __Levi_____

Typed - For each category cite the related assessment/s – by code (LI, CAP, WT, WV, DIC, TR)

USEFUL STRATEGIES ON TEXT: (Interpret MSV **and** strategies of the self-extending system)

R→SC is the most used strategy. Able to recognize errors soon after inaccuracy error. Does well with predicting in text. Comprehends well.

PROBLEM STRATEGIES ON TEXT: (Interpret MSV **and** strategies of the self-extending system)

Focus a lot of meaning and visual cues. Lacks structure/syntax, (R→SC). Needs to use finger to follow print for visual and structure.

USEFUL STRATEGIES WITH WORDS: (Interpret decoding skills & encoding skills)
Decodes very well, level C reader, (LI) (WT) (TR)

PROBLEM STRATEGIES WITH WORDS: (Interpret decoding & encoding skills)

He skips words when trying to read too quick, doesn't pay attention to Visuals. (VS) (WS)

USEFUL STRATEGIES WITH LETTERS: (Interpret letter identification, letter-sound knowledge & writing letter forms)

DIC has high accuracy with letters. Does great with conversational books. (CAP)

PROBLEM STRATEGIES WITH LETTERS: (Interpret letter confusions & difficulties)

Chunks unfamiliar words when decoding (DIC). Vowels wrong if unsure when solving.

Running Record:

RUNNING RECORD   Book TITLE: _Tiger Tiger_ _____   LEVEL: __3__

SCORES: Running Words __62__   ERROR   ACCURACY   SC
          Errors ____1____   RATE 1: _1:50_   RATE _98_ %   RATE 1: _1:3_

___X___ Easy 95-100%
_____ **Instr. 90-94%**
_____ Hard 50-89%

Page		Totals E SC	E MSV	S MSV

Page

Page	(marks)	E	SC	E MSV	S MSV
1	✓ ✓ ✓	1		(M) V	(V S)
2	✓ _M̄othe_ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	1		(M)(M) V	(M) V
	✓ ✓ _woken / is awake_ _up_ ✓		1		
3	✓ ✓ ✓ ✓ ✓ / ✓ ✓ ✓ ✓ / ✓ ✓ ✓ ✓				
4	✓ ✓ ✓ ✓ ✓ ✓ / _Come / C-ome_ ✓ _up here_ ✓			1	(M)
5	✓ ✓ ✓ / ✓ ✓ ✓ / ✓ ✓ ✓ ✓				
6	✓ ✓ ✓ ✓ / ✓ ✓ ✓				

Remember the goal of integration - with M as the strongest. If errors are all V, you need to prompt M, if errors are all M, you need to prompt V.

Explicit Strategy Praise: circle related cue **M S V** "On page _4_, you said," _C-o-me up here_

tiger. _____ "Then explain strategy used:

" _You Re-Read the whole sentence to confirm your reading_ " That's what good readers do!"

Explicit Strategy Teaching Point circle related cue **M S V** "On this page _2_, you said," _the tiger_

woke up. _____ "

Then Prompt:" _Does woke look like awake? Does that look right?_ "

Then Teach (explain how you modeled): _Go back to the beggining of the sentence_
an get ready for what first letter.

(Circle) Cue emphasized: (M) S V   **Strategy taught:** (R→SC) (R→C) Cross-check x✓   VS   Fluency ~ Monitoring

Strategy intervention planned for next lesson: _Run finger under words while_
reading to help with visual searching

Running Record:

Instructional   Lesson # _____

RUNNING RECORD Book TITLE: Lizard loses his tail		LEVEL: 5

SCORES: Running Words 50 ERROR ACCURACY SC
Errors RATE 1: 1:16 RATE 93 % RATE 1: 1:3

_____ Easy 95-100%
__X__ **Instr. 90-94%**
_____ Hard 50-89%

Page		Totals E	SC	E MSV	S MSV
1 2 3	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Kingfisher / King / kering-fi		1	(SV)	
4	✓ ✓ ✓ ✓ ✓ ✓		1	(MSV)	
5	✓ ✓ ✓ ✓ ✓ liz-ard / Lizard ✓			(SV)	
	✓ woke / wake ✓		1		
4	✓ ✓ ✓ ✓				
5	✓ ✓ ✓ ✓ ✓ ✓				
8	✓ out / at ✓ ✓ ✓		1	(V)	
9	✓ ✓ ✓ Lizards ✓ is eat / eating lizards tail ✓		1	(SV)	
			1	(V)	

Remember the goal of integration - with M as the strongest. If errors are all V, you need to prompt M, if errors are all M, you need to prompt V.

Explicit Strategy Praise: circle related cue M **S** V "On page 3, you said," K-e-ring; King; Kingfish "

_____ "Then explain strategy used:

" You noticed the sounds didn't match the letters & your Re-Read. " That's what good readers do!"

Explicit Strategy Teaching Point circle related cue M **S V** "On this page 8, you said," The lizard is

Out the tree. "

Then Prompt:" Does that look right? Get your mouth read for "ā-t." "

Then Teach (explain how you modeled): I pointed him to take a picture & say

at then ran his finger under the word at.

(Circle) Cue emphasized: M **S** V Strategy taught: R→SC R→C Cross-check x√ VS Fluency ~ (Monitoring)

Strategy intervention planned for next lesson: _____

_____

Running Record: (F)   Lesson # 1

RUNNING RECORD   Book TITLE: The Lion and the Rabbit   LEVEL: G

SCORES:	Running Words 90	ERROR	ACCURACY	SC	_____ Easy 95-100%
	Errors 10	RATE 1: 9	RATE 89 %	RATE 1: 11	_____ Instr. 90-94%
					X Hard 50-89%

Page		Totals E SC	E MSV	S MSV

(handwritten running record marks)

Page 1: I'M / I am ✓ ✓ ✓ the a lion | 1 | | (SU) |
Page 2: ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | 1 | | (U) (M) |
where comes / here T ✓ ✓ ✓ ✓ | 1 | (SU) (MS) |
✓ He'll go / I'll go ✓ ✓ ✓ ✓ | 1 | (SU) (SU) |
Page 3: there / that ITA ✓ ✓ ✓ ✓ | 1 | (SU) |
Page 4: ✓ ✓ ✓ ✓ ✓ ✓ | 1 |
Page 5: ✓ ✓ and/ran ✓ ✓ ✓ | | (MS) |
✓ ✓ ✓ after ✓ | 1 | (SU) |
✓ ✓ go/got ✓ | 1 | (V) |
Page 6: ✓ hungry lion ✓ ✓ to/and ✓ ✓ | 1 | (SU) |
Page 7: ✓ ✓ ✓ had/was ✓ | 1 | (MS) (MSU) |
Page 8: ✓ ✓ ✓ ✓ stayed/stay ✓ | 1 |

Remember the goal of integration - with M as the strongest. If errors are all V, you need to prompt M, if errors are all M, you need to prompt V.

Explicit Strategy Praise: circle related cue M S V "On page _3_, you said," _He'll go and get the deer_ " _____ "Then explain strategy used:

" You went back + corrected yourself and said (I'll go) " That's what good readers do!"

Explicit Strategy Teaching Point circle related cue M S V "On this page _6_, you said," _the deer ran fast ... and it go away_ "

Then Prompt:" _Does that make sense go back + get your mouth ready for the last letter._ "

Then Teach (explain how you modeled): _We took a picture of (GOT) + really stressed the (T)_

(Circle) Cue emphasized: M S V **Strategy taught:** (R→SC) (R→C) Cross-check x√ VS Fluency ~ Monitoring

Strategy intervention planned for next lesson: _Ask him what good readers do if they make a mistake. M→SC_

Running Record: Lesson # _____

RUNNING RECORD Book TITLE: Baby Bear's present	LEVEL: 9

SCORES: Running Words _125_ ERROR ACCURACY SC
Errors _14_ RATE 1: _8_ RATE _87_% RATE 1: _14_

_____ Easy 95-100%
_____ **Instr. 90-94%**
_X__ Hard 50-89%

Page		Totals E SC	E MSV	S MSV

Page 1

Mama
mother

hel his ___   own
nas   no

he's [so good]

Page 2

Window
[wouldn't] wnd-own

trained
train

Page 3

These the
the   three

[at and]

Totals column: 1, 1, 1, 1, 1, 1, 1

E MSV circled: M, SV, SV, MV, MSV, MV, MSV, VS

Remember the goal of integration - with M as the strongest. If errors are all V, you need to prompt M, if errors are all M, you need to prompt V.

Explicit Strategy Praise: circle related cue **M S V** "On page ___, you said,"_____
_____ "Then explain strategy used:
"_____ " That's what good readers do!"

Explicit Strategy Teaching Point circle related cue **M S V** "On this page ___, you said," _____
_____ "

Then Prompt:"_____ "

Then Teach (explain how you modeled):_____
_____

(Circle) Cue emphasized: M S V **Strategy taught:** R→SC R→C Cross-check x√ VS Fluency ~ Monitoring

Strategy intervention planned for next lesson: _____
_____

Running Record:

RUNNING RECORD   Book TITLE: __Baby Bear's Present   Cont.__   LEVEL: __9__

SCORES:	Running Words _____	ERROR	ACCURACY	SC	____ Easy 95-100%
	Errors	RATE 1:____	RATE ____%	RATE 1:____	____ **Instr. 90-94%**
					____ Hard 50-89%

Page		Totals E SC	E MSV	S MSV

The reading record marks with checks, substitutions and errors:

Page 4: ✓ ✓ ✓ ✓ [he/said] ✓ ✓ ✓ — E: 1 — MU (circled)

✓ ✓ ✓ ✓ at/it go/got — SC: 1, E: 1 — MU (circled), SU (circled)

Page 5: ✓ ✓ ✓ ✓ ✓ — E: 1 — SU (circled)

I✓ cant/can ✓ ✓ ✓ ✓ ✓ — E: 1 — MSV (circled)

✓ ✓ ✓ she/he ✓ ✓ ✓

Page 6: ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Page 7: No Father ✓ ✓ ✓ ✓ — E: 1 — MU (circled)

says/said ✓ ✓ ✓ — E: 1 — SU (circled)

✓ ✓ ✓ ✓ — E: 1 — SU (circled), SU (circled)

Page 8: I✓ liked/like ✓ that/the ✓

Remember the goal of integration - with M as the strongest. If errors are all V, you need to prompt M, if errors are all M, you need to prompt V.

Explicit <u>Strategy</u> **Praise:** circle related cue **M S V** "On page ___, you said," _____

_____ "Then explain strategy used:

"_____" That's what good readers do!"

Explicit <u>Strategy</u> **Teaching Point** circle related cue **M S V** "On this page ___, you said," _____

_____ "

Then Prompt:"_____"

Then Teach (explain how you modeled):_____

_____

(Circle) Cue emphasized: M S V Strategy taught: R→SC   R→C   Cross-check x√   VS   Fluency ~ Monitoring

Strategy intervention planned for next lesson: _____

_____

10/3/12

Narrative Summary: Levi

I will take you through the entire observation survey as a whole as a narrative. First, we got to know each other to make this partnership an accountability effort. I want him to hold me accountable to showing up and being prepared. For Levi I would like him to always focus, try his best and have fun with this experience.

His reading interests are minimal and particularly include humorous books for the most part. Levi reads at home mainly to his two younger brothers, and often his mom will ready to him before bedtime. He believes he Is an "OK" reader, but is very familiar with the a decoding strategy of "chunky monkey." Levi focuses on meaningful cues in the text, but mostly pictures. If he comprehends the story I will notice Levi making small predictions. As a writer I have noticed Levi does space letters which is very good, but during the Word Test (WT) very few words had come to mind. My prompts were the majority of his assessment. He rarely practice writing unlike reading, and that is noticeable but not my main concentration right now. This all will come into account with journal work, sentence strips, and high frequency words. Overall I would dictate that his reading and writing interest are at a Low-to Medium.

Letter identification task (LI) was a good start to his assessment completing the task with 51/54 letters. He did experience some difficulty with backward letters such as (p and b). One thing I noticed right away and concerned me a little was he correctly identified capital X but now lower case x, and mistakes it for lower case k. He had the same issue with backward letters it LI for q and p. Other than these two flaws he identified the (LI) and Sound Identification (SI) very accurately.

Concepts About Print (CAP) was used during our first session, before the second session when the initial observation survey took place. I felt after reading a shared reading book with him he would be ready for this particular segment in the assessment. He nailed 17/17 and I was very stoked. I honestly thought this might "trip" him up a little, but surprisingly it did not. He explained in great detail about the meanings of, commas, question marks, periods, and quotation marks. It was almost as if he was excited to explain to me his prior knowledge. Again, this was completed with 100% accuracy.

Word Test (WT) is basically sight words (words without hesitation). I was informed prior to meeting Levi that he was a level C reader. I am assuming his teacher has done running records on all of their students. Levi scored a perfect 40/40 on the initial sight words and 96/100 in the advanced sight word package. The second WT assessment is only for readers who read above leveled J books. Even though Levi does not fall into this range I went ahead and assessed him on these words anyway, and I figured it couldn't hurt to try. I am very glad I did go ahead and give him this assessment. He felt very accomplished after the realization he completed 96/100 sight words for readers whom read levels above him.

Writing vocabulary Task (WVT) was a difficult assessment, he wrote his name, and family members that he figured he could spell correctly. After letting him pause to think of words, I steadily prompt him of words, colors, and numbers. Which most of all he was very accurate. He focused closely to the sounds I would make when pronouncing the prompting words for the WVT. I've noticed any word that ends like (H-OW) he stumbles upon. When he visually tends to print in the next weeks to come, and I am sure he will pick up on the OW sounds at the ends of word. I will also include it into his journal works.

Phonemic Awareness Dictation Task was read aloud to Levi one time fluently, and then the next time very slowly and an extra emphasis on the sounds of certain words. He did a phenomenal job, I am unable to praise him during assessment but I thoroughly believe he felt satisfied with his work. I would find it very difficult for me to pay close attention to sounds of letters in an entire paragraph and simultaneously writing words to follow along with my sounds. He scored 27/30 sounds in this assessment exercise.

Levi is currently reading at a level C. His reading level did vary with interest in various books; it was difficult to assess him perfectly. He did read to a frustration level of E which was very impressive. His recorded errors were one or zero, but the self-correction rate was a 1:1 which gives me signs of red flags all over. For my first lesson I will bring a leveled reading book C and D to target the zone of proximal development. His instructional level was completed with 93% accuracy, and error rate of 1:16, and self-correction rate of 1:3. His self-correct rate does have some minor red flags but as a primary observer he did "comprehend" the story.

Strategy for next time (first Lesson-Plan)

Reading Strategy: I will prompt and focus Levi to Visually Searching for accurate reading, and minimize the reading to confirm, and the self-correction rate. I hope this will also minimize the error rate, and still allow him to focus on comprehending the text.

Writing: During fluent writing, journal writing, and Cut-Up sentences I will prompt Levi on sound dictation as well as "chunky-monkey" which is highly relevant to Levi. It give much meaning and target and already known schema to Levi.

Letter work: I stated in writing Levi would work on cut up sentence, but I will try to focuses mainly that strategy here in letter work. During his journal writing I will find a "fluency word" he uses and scramble those letters up to create a simulation of a puzzle. Allowing Levi to visually search, and put letters together to create a word or a series of words depending on the situation.

I am very excited for this experience and honored that Levi and I have an accountability system in tack. This will be a journey for each of us to grow as life-long learners.