

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	Medium-High
CAP	Concepts About Print 17	17/17	17/17
WT	Sight Word Test 40 or 100	40/40 96/100	40/40 99/100
WV	Writing Vocabulary	43 Words	37 Words
DIC	Hearing & Recording Sounds in Words 30	27/30	30/30
TR	Text Reading Level <ul style="list-style-type: none"> • Independent • Instructional • Frustrational 	=3/C = 5/D = 9/E =9/E	=10/F =13/H =17/J =18/K

Bullet Points of What the Child Learned:

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Typed Initial Emergent/Early Student Assessment Summary

Student First Name: ___Levi_____ Grade: ___2nd___

Classroom teacher: ___L.Williams_____

Reading Interest Survey **RI** Medium - High

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

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

Sight Word Test **WT** Score 40/40 & 98/100
high frequency words

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

Hearing and Recording

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

Text Reading Level **TR** ___F___ Letter for Independent Level
___H___ Letter for Instructional Level
___J & K___ Letter for Frustration Level

MWSU student name: Travis Greenwood Date: 11.12.12

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

Typed Final OBSERVATION SURVEY SUMMARY SHEET

Summary of Running Record TEXT TITLES	Level	Running Words Errors	Error Rate	Accuracy %	SC rate
1. IND: Cookie's Week	10/F	83/1	1:50	98%	1:2
2. INSTR: Pigs Aplenty, Pigs Galore	14/H	110/6	1:17	93%	1:5
3. FRUS: In a dark, Dark Room. (The Teeth)	17/J	155/15	1:9	89%	1:21
4. FRUS: Who Pushed Humpty?!	18/K	146/15	1:9	89%	1:21

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. Fluency

INSTR: Cross check, R→SC, R→C VS, cross check, discovers for self. Monitor, Fluency

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

Cross-checking Cues: Picture to print VS good, minor fluency and much comprehension.

LETTER IDENTIFICATION 54/54 Known: Aa Bb Cc D Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Yy Zz	
WORD TEST 40/40 or 98/100 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 minute <u>37</u> Known: say, baby, bear, levi, got, dad, paper, mom, after, cat, thing, fall, all, two, three, four, under, over, may, below, drop, egg, get, green, red, made, lay, luck, down, number, wish, with, tank, her, class, forget, oil	DICTATION <u>30/30</u> 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, R→SC, Monitors, LI, TR WT,

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

Need VS B-M-E, minor error syntax, WV, DIC

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

Monitor, discover, VS, WV, DIC, LI

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

WV, need to link reading top writing. Sounds out words that he knew fluently

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

DIC. Very well letter identification and sight word comprehension, CAP,TR, LI

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

WT lacks remembering or creating words, does well with prompts, WV

RUNNING RECORD Book TITLE: Cookie's Week LEVEL: 10

SCORES: 83 Running Words Errors 1 ERROR RATE 1: 30 ACCURACY RATE 98% SC RATE 1: 2 Easy 95-100% Instr. 90-94% Hard 50-89%

Page	Text	Totals		
		E	S	
1	On Monday... Cookie fell into the toilet. There was water everywhere. ✓			MU
2	One Tuesday... Cookie knocked a plant off the windowsill. There was dirt everywhere!			MU
3	On Wednesday... Cookie upset the trash can. There was garbage everywhere!			MU
4	On Thursday... Cookie got stuck in a kitchen drawer . There were pots and pans and dishes everywhere!			
5	On Friday... Cookie ran into the closet before the door closed! There were clothes everywhere!			MU
6	On Saturday Cookie climbed the curtains. And Cookie went everywhere!			MU
7	Tomorrow is Sunday... Maybe Cookie will rest!			

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 5, you said," Cookie ran into the closet door

Then explain strategy used:
"Then you went back R->SC" That's what good readers do!"

Explicit Strategy Teaching Point circle related cue M S V "On this page 2, you said," windows
Does that look right

Then Prompt: "Go back run your finger under it & get your mouth read."

Then Teach (explain how you modeled): Traced words

(Circle) Cue emphasized: M SV Strategy taught: R->SC R->C Cross-check x/ VS Fluency ~ Monitoring

Strategy intervention planned for next lesson:

RUNNING RECORD Book TITLE: Pigs aplenty, Pigs galore! LEVEL: 14
 _____ Easy 95-100%
 SCORES: Running Words 110 ERROR ACCURACY SC _____ Instr. 90-94%
 Errors 6 RATE 1: 17 RATE 93% RATE 1: 5 _____ Hard 50-89%

Page	Text	Totals			
		E	SC	MSV	S
1	Late one night as I sat reading I thought I heard. The sound of feeding.	1		VS	
2	Through the kitchen door I crept, Barely watching Where I stepped. ✓	1	1	MV	VS
3	A crash, a bang, A shout, a yell- I slipped on something, then I fell.	1		SU	
4	I landed on a pile of pigs-some eating dates, some eating figs. In the cupboards, On the floor- Pigs aplenty, Pigs galore!	1		SU	
5	Black pigs, white pigs, Brown and pink pigs, making-oatmeal- In-the-sink pigs.	1		SU	
6	The piggy piggies eat their fill. I get nothing just a bill.				
7	Pigs in tutus, pigs in kilts, pigs on skateboards, and pigs on stilts.	1		MSU	MSU
8	Pigs from England, Pigs from France, Pigs in just their underpants.	1	1	MV	SU

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 6, you said, "Piggy Piggers"
 "Then explain strategy used:
 "You know that didn't sound right & R→C" That's what good readers do!"

Explicit Strategy Teaching Point circle related cue M S V "On this page 8, you said, "under wear"
 "Then Prompt: "Does that look right"

Then Teach (explain how you modeled): run your finger under that word after you finish

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

Strategy intervention planned for next lesson: _____

RUNNING RECORD Book TITLE: In a Dark, Dark Room (The Teeth) LEVEL: 17
 _____ Easy 95-100%
 SCORES: Running Words 155 ERROR ACCURACY SC _____ Instr. 90-94%
 Errors 15 RATE 1: 9 RATE 89 % RATE 1: 11 _____ Hard 50-89%

Page	Text	Totals		
		E	S	MSV
1	^{hurried} I was hurrying home in the dark when I saw a man walking towards me. ^{Did} Do you know what time is it?" I asked. The man lit a match to look at his watch. ^{close} it is eight o'clock," he said. Then he grinned at me.			
2	His teeth were three inches long! When I saw them I ran!			
3	Soon I came to another man. "Why are you running?" the man asked. "I just met a man with teeth this long," I said. "it scared me." "My teeth are longer than that," said the man, and he grinned at me.			
4	When I saw his teeth I ran. Soon I came to another man. "Why are you running?" he asked me. "I just saw a man with teeth this long," I said. "that's nothing," said the man. ^{have} "Did you ever see teeth this long?"			
5	I took one look, and I ran all the way home.			

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," Soon I came to another guy " "Then explain strategy used:

" Then you went back and said man b.c. it didn't look right. " That's what good readers do!"

Explicit Strategy Teaching Point circle related cue M S V "On this page 4, you said," I said that's anything. "

Then Prompt: " Does that look right? "

Then Teach (explain how you modeled): Run your finger under that word and say the first sound then say the word.

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

Strategy intervention planned for next lesson: None

RUNNING RECORD Book TITLE: Who pushed humpty?! LEVEL: 18
 _____ Easy 95-100%
 SCORES: Running Words 146 ERROR ACCURACY SC _____ Instr. 90-94%
Errors 15 RATE 1: 9 RATE 89 % RATE 1: 3 X Hard 50-89%

Page	Text	Totals			
		E	S	MSV	MSV
1	<p>There is a rhyme we all recall, that tells of humpty and his fall. From the wall; he fell ^{head-a-long} headlong but how did it happen? ^{What went wrong?} What went wrong? Was humpty ^{pushed} pushed? Was it a crime? Well look at suspects, one at a time. First the old woman, who lived in a shoe: she had lots of children- all ^{hungry} hungry too. Did she see humpty, high on the wall, and plan an ^{ome-lets} omelet to feed them all? Did she ^{pushed} push humpty?</p>				
2	<p>Up the hill went Jill with jack up to the well at the top of the track. Jack fell ^{broken} own and broke his crown- did Jill ^{pushed} push jack and humpty down?</p>				
3	<p>The Duke of York ^{marched} marched all his men to the top of the hill and down ^{again} again. And what did that army think of ^{must} most? Was it humpty served as toast? Did they ^{pushed} push humpty?</p>				

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 1, you said, "Was humpty push-eeed"

"Then explain strategy used:

"You said "Hey, that's pushed" b.c. you knew it didn't make sense" "That's what good readers do!"

Explicit Strategy Teaching Point circle related cue M S V "On this page 5, you said, "And what did that army think of must."

Then Prompt: "Go back and R-C that sentence again than 'M' word"

Then Teach (explain how you modeled): "Took a picture & said a strong vowel sound."


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

Strategy intervention planned for next lesson: _____

NARRATIVE SUMMARY: The summary is a typed summary of your overall interpretation of the assessments data (reading and writing and understanding of how words work (phonemic awareness & phonics). What strategies did you teach? Discuss the overall growth of your student's reading, writing, and letter work ability. Address his interest and confidence level. What reading level did your reader end on and is the child at the average of his class (Dec. Level 9, May Level 18)? Explain (Yes. No. Give level and suggestions for the classroom teacher.) Blake 2012

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 and gain a better reading and writing knowledge.

Levi I believe has increased his reading level a ton. He no longer looks at me for assistance, to whether he is reading the book right or not. Levi still reads at home with his mother, but he told me he is taking a more active role and reading with his younger brothers. His reading cues are superb when he is conscious of his reading and not distracted. Meaningful cues in the text propel Levi to succeed and a lot of his errors normally are visual and structural errors. 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 I did notice one thing, that he was writing more sophisticated words in his vocabulary. When prompted Levi did remember a lot of his fluency words for the WT. His journal work was fun for him and he loved to talk about the store. Mostly what he thought was crazy, funny, or weird. Levi did make text-to-self connections frequently. Overall I would dictate that his reading and writing interest are at a Medium- High.

Letter identification task (LI) was a good start to his assessment completing the task with 54/54 letters. He did hesitate at (Qq) but didn't stumble on any other letters. Other than the hesitation he identified the (LI) and Sound Identification (SI) very smoothly.

Concepts About Print (CAP). 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 again. He explained in great detail about the meanings of, commas, question marks, periods, and quotation marks just like he did in the beginning. You could hear confidence in his voice It was almost as if he was excited to explain to me his background 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. Now he is a level H reader. He had cleared

the H with his reading recovery teacher at the school (Levi said) I am assuming his teacher has done running records on all of their students even after I have. (she's is the professional). Levi scored a perfect 40/40 on the initial sight words and 98/100 in the advanced sight word package.. He felt very accomplished after the realization he completed 98/100 sight words.

Writing vocabulary Task (WVT) was a minor stumble assessment, he wrote his name, and family members, his words this time around were more of his journal word work words that we practiced and his fluency writing words. Some were prompt, but a lot of them were out of his head. 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.

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 30/30 sounds in this assessment exercise.

Levi is currently reading at a level H. 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 J and K which was very impressive. His instructional level was completed with 98% accuracy, and error rate of 1:50, and self-correction rate of 1:3 but as a primary observer he did "comprehend" the story.

For Mrs. L Williams (Oct.10.12. Level D/5, Nov.12.12 Level 13/H)? Levi has always been a very good R→SC and very aware of his reading level compared with his peers, and it does not seem to affect his social ability in the classroom. Levi comprehends text very well sometimes needs a prompt, but overall he knows what's going on in the story.

A F K P W Z

B H O J U

C Y L Q M

D N S X I

E G R V T

a f k p w z

b h o j u a

c y l q m

d n s x i

e g r v t g

**Letter Identification Task
EDU Assessment**

Score: 54/54

Student First Name: Levi Grade 2nd Date: 11.12.12

Letter	Name	Sound	Word	Error	Letter	Name	Sound	Word	Error
A	x	x			a	x	x		
F	X	x			f	x	x		
K	x	x			k	x	x		
P	x	x			p	x	x		
W	x	x			w	x	x		
Z	x	x			z	x	x		
B	x	x			b	x	x		
H	x	x			h	x	x		
O	x	x			o	x	x		
J	x	x			j	x	x		
U	x	x			u	x	x		
	x	x			a	x	x		
C	x	x			c	x	x		
Y	x	x			y	x	x		
L	x	x			l	x	x		
Q	x	x			q	x	x		
M	x	x			m	x	x		
D	x	x			d	x	x		
N	x	x			n	x	x		
S	x	x			s	x	x		
X	x	x			x	x	x		
I	x	x			i	x	x		
E	x	x			e	x	x		
G	x	x			g	x	x		
R	x	x			r	x	x		
V	x	x			v	x	x		
T	x	x			t	x	x		
					g	x	x		
Total (26)					Total (28)				

Total Score: 54/54

What do we call these? 1. Alphabet 2. Capital, Lower case 3. letters

Confusions: N/A

Letters Unknown: X, Q, = sounds were unknown

Comments: surprised that he knew the X sound. Knew lower case x missed upper case X mistaken for K

Concepts About Print Task

✓ The correct responses

Front of the book (Show me the front of the book.)

Print contains the message (Where do I start to read?)

Directionality:

Where to start (Where do I start reading?)

Left to right (Which way do I go?)

Return sweep (And where do I go after that?)

One to one matching (Will you point while I read?)

First and Last concept (Show me the beginning of the story. Show me the end of the story.)

NA Picture Orientation (Show me the bottom of the picture)

NA Inverted print (upside down) (Show me where to start reading.)

NA Line order altered (What's wrong with this?)

Left page before right (Where do I start...where do I go...continue to see if the child shows you the left then right pages.)

NA One change in word order.

NA One change in letter order.

Meaning of question mark (asking a question)

Meaning of period (full stop, the end of a sentence, take a breath)

Meaning of comma (pause)

Meaning of quotation marks (talking)

(Model locating Ss) Test items: M m H h or T t B b

NA Reversible words was, no

Isolate letters embedded in text: (using 2 3x5 cards for sliding)

One letter: Two letters

One word: Two words

First and Last letter of a word

Capital letter

Score 17/17

* can

could

again

and

yes

ran

the

ran

saw

pretty

it

has

said

down

her

where

find

after

we

let

they

here

live

am

away

there

are

over

no

little

put

did

look

what

do

them

who

one

then

like

play

can

could

again

and

yes

ran

the

ran

saw

pretty

it

has

said

down

her

where

find

after

we

let

they

here

live

am

away

there

are

over

no

little

put

did

look

what

do

them

who

one

then

like

play

Word Test Score –Given if the student is Level F or higher

First Hundred Words Student name: Levi 98/100

a	here	so
about	him	some
after	his	take
again	how	that
all	I	the
an	if	their
and	in	them
any	is	then
are	it	there
as	just	they
at	know	this
be	like	three
been	little	to
before	long	two
boy	make	up
but	man	us
by	many	very
can	me	was
come	much	we
day	my	were
did	new	what
do	no	when
down	not	which
eat	of	who
for	old	will
from	on	with
get	one	work
give	or	would
go	other	you
good	our	your
had	out	
has	put	
have	said	
he	see	
her	she	

a
about
after
again
all
an
and
any
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as
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before
boy
but
by
can
come
day
did
do
down
eat
for
from
get
give
go
good
had
has
have
he
her

here
him
his
how
I
if
in
is
it
just
know
like
little
long
make
man
many
me
much
my
new
no
not
of
old
on
one
or
other
our
out
put
said
see
she

so
some
take
that
the
their
them
then
there
they
this
three - Tree
to
two
up
us
very
was
we
were
what
when
which
who
will
with
work
would
you
your

Writing Vocabulary Task

(10 minute writing spree – prompt by saying the words if child stalls)

I want to see how many words you know and can write in 10 minutes. Start with your name and when you can't think of anymore to write, I will give you some ideas to help you.

Prompts:

I is a to the we me at on in go going by my cat cats sat can it love mom
dad and yes no dog good you ball he she play car for come like see here up
us love this had got get when then them they out our her him his how now not
let back but stop into that do will down big make made are house where what
who why went forgot before between below because under over (etc.)

Colors:

black brown blue green red yellow orange pink purple white (etc.)

Number words:

one two three four (etc.)

Animals:

pig horse cow sheep bird lion

Names of family members or friends:

~~street~~

Writing Vocabulary Task
(fold at line)

~~Say~~

~~got~~ ~~Levi~~ ~~baby~~ ~~Dad~~ ~~BEAR~~
~~mam~~ ~~kat~~ ~~after~~

~~MS~~ ~~MRS~~ ~~thing~~ ~~cat~~ ~~fall~~ ~~all~~
~~two~~ ~~by~~ ~~under~~

~~may~~ ~~to~~ ~~below~~

~~get~~ ~~drop~~ ~~be~~ ~~Ball~~
~~Bank~~

~~egg~~ ~~Bank~~ ~~class~~

~~red~~ ~~green~~

Phonemic Awareness Dictation Task

SAY: "I am going to read you a story. When I have read it through once I will read it very slowly so that you can write the words of the story. I am checking to see if you know the letters that go with the sounds you hear, so if you don't know how to spell a word just sound it out and write what you hear."

— — — — — — — — — —
Th e b o y i s r i d i n g h i s b i k e.

— — — — — — — — — —
H e c a n g o v e r y f a s t o n i t.

— — — — — — — — — —
Y o u j u s t l o o k a t h i m g o.

Sounds checked: (Circle the known letter sounds) (z is not counted in the total)
(long vowels designated with underline)

a b c d e e f g h i i j k l m n o o r s t u u v y y (z) th ing oy oo

(The only sounds not checked are p q w x z)

You are checking letter sound knowledge. So if the child says z for the s in his, he is correct. If he says e for the y in very, he is correct. If the child does not get the short a in fast, but gets it in can, give him credit... After administering, check to see where the errors are and if he got that sound anywhere else. **Credit is only given once for each sound.**

Score 30/30

Comments:

Phonemic Awareness Dictation Task

Hearing and Recording Sounds in Words

(fold at line)

the boy is riding
his bike he can go
very fast on it you
just look at him go.