

## Key Assessment for EDLA 511 Literacy Case Study

### Brief Description of the assessment:

The Literacy Case Study examines the ability to analyze assessment data and plan appropriate instruction based on assessment data for a PK-6 student. The Literacy Case Study is an assessment that demonstrates the candidate's proficiency in content knowledge, professional and pedagogical knowledge, skills and disposition and student learning.

The case study includes the following components: background knowledge, which is a description and analysis of relevant background information of a PK-6 student that may be pertinent to literacy outcomes and achievement; assessment information, which is a description and analysis of assessment tools used to diagnosis literacy development; focus of instruction, which is a description of materials, literacy activities and strategies during instruction of a PK-6 student based on the child's observed strengths and needs; support suggestions, which is a comprehensive literacy plan meant to be shared with parents and classroom teachers that is congruent with the PK-6 student's literacy development based on the candidates instruction and ongoing assessment data; conclusion, which is an analysis and reflection on the overall quality of planning for and implementing literacy instruction with an emphasis on the relationship between the assessment data, instructional decisions with respect to the PK-6 student's progress.

### *Directions for Thinking Through and Writing a Case Study*

#### **Literacy Case Study**

1. Basic outline of your case study:

##### **Background Information:**

This contains how and why the child came to be tested. It also contains the child's age and grade placement. In this section, you need to write about the child's interests and attitudes about literacy. Discuss how the child performs in the classroom and how the child's abilities compare to his/her peers. Interview the parents and summarize the parents attitudes and concerns about the child's literacy development. Be sure to include anything that might be relevant to the child's literacy achievement. Be sure to write your section in a way that is sensitive a parent audience.

2. **Description of literacy assessments:**

For each test you administer to determine the child's literacy strengths and weaknesses, write a summary of what the test measures and how that test relates to literacy development. Explain the reasons for the tests you select and how these tests help you determine the literacy development of your child. For each test, analyze the results from the data and summarize the data by explaining how the results determine the child's strengths and weaknesses in literacy. Make sure that you address the following literacy components through the assessments you select for testing.

QRI-IV- quantitative reading inventory:

Word Recognition in Isolation (WRI)

Word Recognition in Context (WRC)

Comprehension

Listening Capacity

## Spelling and Word Knowledge

### Writing

### **Conclusions and Recommendations**

When analyzing the assessment data to determine the literacy development of your child, be sure to address the following components and explain your child's strengths and weaknesses in these areas:

Word Recognition in Isolation- automaticity, sight words, decoding skills

Word Recognition in Context- identify independent, instructional and frustrational level for your child. Discuss reading, decoding and comprehension strategies your child uses while reading connected text.

Comprehension- discuss your child's comprehension ability, prior knowledge, ability to make predictions, answer inference and explicit comprehension questions. What kind of fix-it up strategies does your child use. Discuss the child's ability to retell story details after reading. Assess your child's listening capacity and compare that to your child's reading ability. What are your child's strengths and weaknesses in comprehension?

Fluency- during your WRC make sure you record the child's reading rate by establishing words per minutes, monitor your child's expression and prosody. Compare your child's rate to passage level fluency norms.

Spelling and Word Knowledge- using a developmental spelling analysis, determine your child's developmental spelling level and make recommendations about what this shows about your child's orthographic knowledge and ability to decode words.

Writing sample- take a writing sample and analyze your child's ability to use the writing process. Discuss the complexity of ideas, sentences and vocabulary, ability to stay on topic, use basic grammar and mechanic skills and use spelling in context.

### **3. Support Strategies:**

#### **Recommendations for School**

For each of the following areas, phonics, word recognition, comprehension, fluency, spelling and writing, make specific instructional recommendations that are based on the data from the literacy assessments. Be sure your instructional recommendations are based on the developmental stage of your student and focus on enhancing your child's literacy needs.

#### **Recommendations for Home**

In order to help parents instruct and support their child's literacy needs at home, For each of the following areas, phonics, word recognition, comprehension, fluency, spelling and writing, make specific support recommendations that are based on the data from your literacy assessments. Be sure that your instructional recommendations are based on the developmental stage of your student with a focus on enhancing your child's literacy needs. Recommendations are crucial. In this case study you should not only call a child's level but offering support advice. Below are some strategies you can recommend. Please be aware that recommendations must be appropriate to the child's specific reading level and stage.

### Fluency:

- ☑ Daily independent reading
- ☑ Listen to and follow along with books on tape on instructional level
- ☑ Rereading of books on instructional level.
- ☑ Repeated reading of rhymes, pattern stories, poems, or jingles.
- ☑ Timed repeated readings

### Comprehension:

- ☑ KWL
- ☑ DRTA and DLTA
- ☑ Graphic organizers
- ☑ Paired Reading

### Word Study

- ☑ Explicit word study instruction at his/her level

### Writing

- ☑ Daily journal writing
- ☑ Exposure to the writing process

## **5. Conclusions:**

In your concluding paragraph, you need to effectively summarize key points of case study and the relevance of the assessment data, instructional decisions with respect to the child's progress. In this section, describe your personal growth in assessing, planning and implementing literacy instructions that occurred during your tutoring sessions.

## **6. Hints to consider for report writing:**

- Think, as you are making your case, what is the primary problem that needs to be worked on with this child. Once that is decided, the levels seem more apparent.
- When calling levels, cite two scores that support your call.
- A marginal WRC score can be considered either Instructional or Frustrational depending on other factors (WRI, Comp, reading rates).
- To address something in the recommendations, it needs to have been mentioned in the report itself.
- Be sure to remember to address reading rates.
- When calling levels, if a child is instructional at 4<sup>th</sup> grade, that is not to be referred to as a range. A range is, by definition, one or more level that a child's reading level spans.
- If a child gets the following WRC scores (1st: 100, 2<sup>nd</sup>: 97, and 3<sup>rd</sup>: 98), don't go into minute detail about how he was independent, then instructional, and then back to independent. Provided his other scores support it, say that his WRC scores were strong through 3<sup>rd</sup>.
- Remember cleanup in spelling. For example, if a child is primarily in Within Word Pattern stage but is exhibiting a few residual Letter Name problems, be sure to address them in your recommendations.
- When calling a spelling stage level for your child, it is helpful to the reader if you define that stage briefly.
- Remember to capitalize the spelling stage (i.e., Letter Name).

- Actual spelling scores are relatively meaningless to the reader. It is your interpretation that the reader counts on. Therefore, stating the stage, describing it, and offering a few examples (*jrum/drum*) of the characteristic errors that the child made should be enough.
- Qualitative information is helpful to assist in building your case. For example, if a child's reading rates were slow and he also finger-pointed and read without prosody, they all tie in together.
- Be sure to proofread your paper carefully prior to submitting it and run your spell check program.

Name

Eastern Mennonite University  
Key Assignment  
Rubric: Case Study

| Components                                                                                                                                                                                                                                                                                                                      | Exemplary Demonstration<br>3                                                                                                                                                                                                                                                                                                                                                                                                                                | Meets<br>Expectations<br>2                                                                                                                                                                                                                                                                    | Does No Meet<br>Expectations<br>1                                                                                                                                                                                                                                                                                                                                                                  | Score<br>(Weight) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Background Information</b> <ul style="list-style-type: none"> <li>Presents relevant personal information. (D)</li> <li>Describes performance within classroom context. (S)</li> <li>Writes for a parent audience. (S, D)</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Sensitively presents appropriate personal information.</li> <li>Clearly articulates important information regarding student's performance in classroom context.</li> <li>Writes for a parent audience with clearly defined educational terms.</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>Presents personal information.</li> <li>Describes the child's classroom performance.</li> <li>Writes for a parent audience.</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>Presents irrelevant or inappropriate personal information. Lacks description of classroom performance.</li> <li>Uses educational terms that may not be relevant to parent audience.</li> </ul>                                                                                                                                                              | (__X<br>3=__)     |
| <b>Assessment Information</b> <ul style="list-style-type: none"> <li>Uses assessment tools appropriately. (K, S)</li> <li>Describes purpose of assessment tools. (K, S)</li> <li>Uses assessments to identify literacy behaviors of the child. (K, S)</li> <li>Demonstrates critical thinking and reflection. (K, D)</li> </ul> | <ul style="list-style-type: none"> <li>Identifies and uses appropriate assessment tools to diagnose literacy development.</li> <li>Briefly, yet accurately explains each assessment tool used.</li> <li>Clearly describes and demonstrates understanding of child's literacy development</li> <li>Balances attention to strengths and needs of the student.</li> <li>Analyzes assessment data by demonstrating critical thinking and reflection.</li> </ul> | <ul style="list-style-type: none"> <li>Chooses literacy assessment tools for diagnosis.</li> <li>Describes each assessment tool.</li> <li>Describes the child's literacy development.</li> <li>Identifies the child's strengths and weaknesses.</li> <li>Analyzes assessment data.</li> </ul> | <ul style="list-style-type: none"> <li>Inappropriate use of assessment tools or lacks the depth in testing to accurately diagnose the literacy development of a child. Incomplete or inaccurate description of assessment tools.</li> <li>No clear indication of a child's strengths and weakness.</li> <li>Lacks analysis, critical thinking and reflection regarding assessment data.</li> </ul> | (__X<br>3=__)     |

|                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <p><b>Support Suggestions</b></p> <ul style="list-style-type: none"> <li>• Presents a comprehensive literacy plan that is congruent with the child's literacy development. (K, D)</li> <li>• Presents literacy strategies that include all areas of literacy development. (K)</li> <li>• Literacy plan considers the whole child and actively involves him/her in the process. (K, S, D)</li> </ul> | <ul style="list-style-type: none"> <li>• Presents comprehensive recommendations congruent with the literacy development of the child and clearly supported by the assessment data.</li> <li>• Recommendations demonstrate an appropriate balance among listening, speaking, reading, writing, and word study</li> <li>• Clearly describes useful support strategies based on the strengths and needs of the child.</li> <li>• Considers the "whole child."</li> <li>• Includes suggestions for ways reading, writing and word study can be supported at home.</li> </ul> | <ul style="list-style-type: none"> <li>• Presents recommendations for literacy development some support from assessment data.</li> <li>• Recommendations include listening, speaking, reading, writing, and word study.</li> <li>• Support strategies address some of the strengths and weaknesses of the child.</li> <li>• Some consideration is given to the "whole child."</li> <li>• A basic list of literacy strategies is recommended for home support.</li> </ul> | <ul style="list-style-type: none"> <li>• Support suggestions do not match the needs of the child.</li> <li>• Recommendations are not comprehensive or include all areas of literacy development</li> <li>• Support suggestions do not address or build on the student's strengths and weaknesses.</li> <li>• Lack of consideration for the whole child.</li> <li>• Little or no attention to ways in which literacy can be supported out side of school or the classroom.</li> </ul> | <p>(__X<br/>3=__)</p> |
| <p><b>EMU Writing Standards</b></p>                                                                                                                                                                                                                                                                                                                                                                 | <p>Reflects "A" work according to EMU's graduate level writing standards.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Reflects "B" or "C" work according to EMU's graduate level writing standards.</p>                                                                                                                                                                                                                                                                                                                                                                                     | <p>Reflects less than "C" work according to EMU's graduate level writing standards.</p>                                                                                                                                                                                                                                                                                                                                                                                              | <p>(__X<br/>1=__)</p> |

K= Knowledge (content, pedagogical, professional); S= Skills; D= dispositions