Case Study

**Summary of Assessment Results**

Teacher: Shauna Savala

Student’s Name: Paige

Grade: 4th

**MRQ:**

From carefully analyzing of the results, it is clear that Paige believes reading is important. Paige is also a curious reader who enjoys reading about her favorite subjects. She is motivated to read for the purpose of learning more about topics she is curious about. However, she does not like to be challenged when reading.

**Writing Sample:**

The writing samples I collected are a spelling pre-test, a letter to the teacher, and a poem. Based on these documents, Paige’s current writing level is approaching the conventional level. She spells most words correctly, and shows mastery and knowledge of most root words and affixes, which is typical for the conventional spelling level. However, she still struggles with some letter positioning and occasionally spells words using invented spelling (i.e. cubacail for cubicle), which show that she still demonstrates signs of transitional spelling.

**MARSI:**

Paige was also tested on her use of reading strategies. Her overall score reveals that her current use of reading strategies is at the high range of the medium level, with a score of 3.2. The MARSI assessment also shows that she is the medium range for use of global reading strategies and the high range for use of support reading strategies. Her overall lowest score is 2.7 is in the support strategies section, while her highest score is 4.25 in use of problem solving strategies. Her global reading strategies score also hover just above the medium level cutoff at 2.9. Therefore, she shows the most use of problem solving reading strategies and the least use of support reading strategies.

**CRI:**

The results of the CRI assessment show that Paige’s current reading level is grade 4, her instructional level is grade 5, and her frustration level is grade 6. Miscue patterns noted were minimal, and were largely insignificant in the graded reading passages, even up to grade 8. However, she scored only 75% on the grade 4 word list and obviously struggling to read words out of context. In terms of comprehension, Paige had most trouble answering factual comprehension questions up to grade 7. After that level, the vocabulary was much harder for her. Again, considering she scored only 75% on the grade 4 word list, she obviously struggles to read words out of context.

**Report:**

After analyzing all of the documents and assessments collected about Paige’s literacy development, I have identified two weaknesses and one strength. One weakness lies in her ability to recall factual details of written text. Another one of her weaknesses is lack of structural and morphemic analysis to decode words. It is also evident that she possesses strengths in her writing skills.

Throughout the CRI assessment, Paige misses the most comprehension questions concerning her factual recall ability. Throughout the entire CRI, she continually struggles with factual recall questions. This is especially evident when she read at fourth grade level and above. Although she was able to read the words in context, she struggled to remember facts about what she had read. She misses two of the three factual recall questions at grade 4, and continues to struggle with this up until reading level 8. In order to improve Paige’s ability to recall facts and details from text, I would have her use a herringbone graphic organizer while we read a short piece of text. From interviewing Paige and examining her interest inventory, it is clear that she loves to read magazines. This activity could be done with one of her favorite magazine articles in order to make it relevant and interesting to her. The herringbone graphic organizer would allow Paige to engage in finding and remembering key details in the text as she fills out the organizer, which includes sections for “who”, “what”, “where”, “when”, and “how”. This will improve her ability to recall facts from what she reads by having her interact with the text actively in order to remember what she reads by partaking in an activity that is motivating and interesting.

One weakness of Paige’s is her ability to use structural analysis and phonics to decode words. Although she was not able to read up to a high level in the isolated word lists assessment, she was able to read nearly fluently until grade 8 in the reading passages section. Therefore, her structural and morphemic analysis skills are weak, although she can often decode words that are read in context. To assist in her development of structural and morphemic analysis skills, I would find silly sesquipedalian, such as rhinotillexomania (which means compulsive nose-picking). Together, we would work to use structural analysis and morphemic analysis to decode and predict the meaning of the word. The word would be broken into structural parts, and each root and affix would be identified. I would also introduce the meaning of each root and affix. We would go over the morphemes and what each meant, and construct meaning based on these principles. This would increase Paige’s ability to decode words that she does not know and improve her overall literacy development by developing ability to use morphemic analysis to decode unknown words when reading.

Paige’s writing samples are very well written and contain minimal errors for a fourth grade student. To further develop this literacy strength of Paige’s I would have her write to a female pen pal her age in a different country. From interviewing Paige and reviewing her interest inventory, it is evident that she is interested in children in far away places. Paige would enjoy writing letters to a pen pal and would be motivated to continue developing her writing skills. She would be able to increase her writing skills through frequent practice and repetition of writing letters. I would encourage Paige to share the sesquipedalian words with her new pen pal as well. This would allow her to further develop her writing skills while she also reviews using morphemic analysis skills. This engaging activity would further improve her writing strength by providing meaningful writing activities that allow her to practice, refine and develop her writing skills even further. This recommendation, as well as the two other recommendations above, will certainly enhance Paige’s literacy development and hopefully foster a lifelong passion for reading and writing.