

University of Montana

# Mariah Case Study

Literary Assessment, Diagnosis, & Instruction

Jessi Crago & Kiley Wear

EDU 438

Rhea Ashmore

Spring 2013

Curriculum & Instruction 438

The University of Montana

### Case Study

**Case Name:** Mariah

**Date of Report:** March 13th, 2013

**Gender:** Female

**DOB:** October 29th, 1997

**Age:** 15 years, 5 months

**School:** The University of Montana

**Grade:** Freshman in High School

**Examiners:** Jessi and Kiley

### Reading-Related Factors

#### *Physical Factors*

**General health.** Mariah reported that her general health is good. She has no chronic ailments and does not get sick often. Mariah is committed to exercising on a daily basis including involvement in volleyball and track. She admits to having a poor diet, though she thinks her diet is better than that of her peers.

**Visual acuity.** Mariah stated that her eyesight is horrible. She is supposed to wear glasses but her glasses no longer fit so she doesn't wear them anymore. She stated that she can see well close up and far away but struggles to see in the mid-range.

**Visual perception.** Mariah stated that she does not perceive any difficulties in visual discrimination of form, visual closure, constancy, or visual memory.

***Auditory acuity.*** Mariah stated that she sometimes has a hard time discriminating between words and admits to confusing speech.

***Auditory perception.*** Mariah stated that she does not have difficulty discriminating, remembering, or blending sounds.

***Neurological factors.*** Mariah reported that she has never experienced any neurological disorders such as dyslexia, attention deficit disorder, or attention deficit hyperactivity disorder, etc.

### ***Psychological Factors***

***Cognition/intelligence.*** Mariah has never taken an Intelligence Quotient test. She has never been held back nor advanced in school. Her current grades are mostly B's. Her favorite classes are social studies and mathematics. She does not like science. Last year Mariah took an advanced placement test in mathematics and performed well enough to earn a place in the advanced mathematics class for her eighth grade year. Mariah stated that she intends to be a civil lawyer when she grows up and recognizes the amount of college and law school her goal will require.

***Affect/emotional and social adjustment factors.*** Mariah considers herself to be an extrovert but stated that she tends to be introverted when upset. Mariah described herself as outgoing, smart, opinionated, and competitive. When upset she tends to be emotional, preferring to be quiet and alone. She does not like to talk about her emotions.

Mariah deals with stress by occupying her time with exercising or eating. She stated that exercising helps her release her emotions and process her stress. She stated that being physically

active is one of her many hobbies that include volleyball, track, singing, dancing, drawing, fictional writing and baking.

Mariah stated that school, sports, and her family are her biggest life stressors.

***Environmental Factors.***

***Socioeconomic status.*** Mariah stated that her mother is currently enrolled in college for criminology, thus making her current income low. Mariah's father makes around \$40,000 a year, which she felt is a lot of money for his field, computers. She felt that his income provides a good living for his family; he is the main bread winner.

***Home environment.*** Mariah stated that her home life is balanced between both her father and her mother's households, they are divorced. She felt that her home life is out of the ordinary, but in a good way. She stated feeling much closer to her parents than what seems typical of her peer group. She has 4 siblings at her mom's house, 3 siblings with a baby on the way at her fathers. She is the second oldest child at her mothers and she is the oldest by over ten years at her father's home. As a result of her large family and unique family schema she stated that she experiences a lot of stress at both homes, often being overwhelmed with trying to please everyone.

Mariah is from Missoula, Montana, though she lived in McCall, Idaho with her mother for a year and a half when she was about ten years old. She states that she does not like living in Missoula because she dislikes small towns. She plans to go to college right after high school and dreams of living in New York in the long run.

Mariah stated that she has a cat at her mom's that she does not like, in general she hates cats. She wishes she could have a dog because they are affectionate, adorable, and fun. Both her aunt, myself, and her paternal grandmother have many dogs she enjoys interacting with.

*School environment.* Mariah described her school experiences from first to sixth grade as having been really good, attending Russell Elementary and Meadow Hill Middle School. She stated that seventh grade was a hard year for her but she cannot recall why. She said that her eighth grade year was good, again having little detail to support why. She feels that this year is going well and she anticipates her high school career at Sentinel High School will be good. She anticipates being very productive and busy in high school. Mariah felt that she is currently working harder on her school work to earn good grades than she has in the past. She also expressed feeling that high school is harder than what she expected but felt her high school experiences will significantly prepare her for college.

During elementary and middle school Mariah's parents were more involved in her school life; now that she is in high school they expect her to be more responsible and independent in her academic obligations.

Mariah has wanted to be a lawyer for the past three years. She wants to be a lawyer because it makes a good salary, the work seems interesting to her, she enjoys control, and anticipates being able to make a difference in the world as a lawyer. Mariah stated that she enjoys doing paperwork, typing, and filing, leading her to anticipate enjoying the more mundane aspects of the profession.

*Societal ills.* Mariah stated that she has never experienced any form of abuse or neglect. With the exception of an old friend who was unnecessarily cruel to her during seventh grade, she has never experienced maltreatment or physical abuse.

### **The Reading Analysis**

Several assessments were administered to conduct a literacy analysis of Mariah's strengths and possible weaknesses in her writing and reading skills. Interest assessments were also administered to facilitate potential remediation or reinforcement strategies.

#### ***Informal Reading Inventory: Preprimer to Twelfth Grade (8th ed.)***

The Informal Reading Inventory (IRI), developed by Roe and Burns, is a thorough and convenient tool in assessing readers' oral and written language and comprehension skills. "It serves as a placement and monitoring tool for teachers...the qualitative analysis of the IRI provide[s] far more insight into students' progress, and can also help teachers diagnose some of the students' specific reading problems" (Roe & Burns, 2011, p. 1). As stated, results provide detailed knowledge about students' reading problems, including information regarding reading domains and areas, thus allowing instructors to develop individualized instruction plans to maximize student learning. Student reading levels assessed in the IRI are summarized into three learning categories: independent, instructional, or frustration.

Mariah's initial test was the graded word lists. As she is a freshman in high school, the level 7 list was administered, which she missed two words on. The level 6 list was administered next which resulted in a perfect score; therefore, her placement level was determined to be level 6.

The comprehension passages revealed that word recognition is a strength for Mariah. She performed above the 95 percentile in her word recognition in every test except level 3 where the words were so simple she likely miscued due to boredom. Oral comprehension was equal or greater than silent comprehension on all but one test, the discrepancy was attributed to exhaustion and boredom as it occurred at the end of our two hour-long assessment. Oral and silent comprehension was evaluated with average comprehension scores of 90% at level 3, indicating Mariah's status as an independent reader at level 3. Average comprehension was at 80% on level 4, at 70% on level 5, at 70% again on level 6, and at 75% on level 7, indicating that Mariah needs instructional support at levels 4-7. Average comprehension was at 65% on level 8, indicating Mariah is a frustrated reader at level 8. On her listening comprehension test Mariah performed at a 90% on level 9, indicating an independent listening comprehension ability at level 9. She performed at 50% on level 10, indicating that she frustrated in listening comprehension at level 10.

Further examinations of specific miscues in context of oral reading were assessed after the test concluded. In the oral comprehension passages Mariah had 11 miscues: 5 omissions, 2 substitutions, 2 insertions, 1 reversal, and 1 mispronunciation that she self-corrected. She had 154 questions in comprehensive skills, with her errors tending towards attention to detail (42% incorrectly answered), sequencing (38% incorrectly answered), vocabulary (30% incorrectly answered), and inference (28% incorrectly answered). She performed well in grasping main ideas, only missing 17% of the questions within this area, and adequately comprehended cause and effect, missing 21% of the associated questions.

Mariah appeared confident and engaged at the beginning of the testing but began demonstrating signs of boredom and slight frustration as the test dragged on past the 90 minute

mark. Mariah also indicated being quite concerned with her reading abilities as the testing process dragged out while assessing for her level of frustration. Her feelings were understandable as the test took so long and her performance was kept from her at the time of testing to assure the assessment remained impartial.

### ***Woodcock-Johnson III Diagnostic Reading Battery***

The Woodcock-Johnson III Diagnostic Reading Battery (WJ III DRB) contains 10 standardized tests that assess abilities in phonemic skills, reading comprehension, and oral language. Utilizing the first two tests we evaluated Mariah on her letter-word identification and passage comprehension. Her results were measured by age equivalency and include brief standardized notes on her general level of cooperation and engagement.

The first test administered was Letter-Word Recognition, during which the examinee orally reads a series of singular words and must demonstrate correct word pronunciation, comprehension of definitions is not assessed. We began the test with item 49, which indicates grade 7 to average adult. Mariah correctly pronounced all items from 49 to 56, establishing her basal level. We continued the assessment moving up in item number one by one but reach item 76 before being able to establish Mariah's ceiling level. We noted that Mariah exhibited nonautomatic word identification skills as the word difficulty increased. Mariah scored 66 correct out of a possible 76 points. According to the score report provided by WJ III DRB, Mariah's age equivalent score was that of a 15 year 7 month old.

The second test administered was Passage Comprehension, during which the examinee must utilize vocabulary and comprehension skills to fill in the missing words in the passage. We started with item 28 as suggested for grade 9 to average adults. Mariah struggled with this



assessment, achieving basal well below her grade level, and reaching her ceiling level shortly after her initial starting point. She earned a raw score of 26 out of a possible 47 points. The WJ III DRB score report indicated that Mariah's comprehension skills were comparable to that of an 8 year 6 month old child. We noted in the qualitative observation that Mariah appeared to read passages very slowly and struggled to identify the missing word.

### ***Ashmore Attitude Scales for Reading***

The Ashmore Attitude Scales for Reading measures an individual's feelings regarding reading by asking the examinee to honestly respond to 15 reading-related statements. The responses are rated on a scale ranging from "I strongly disagree" to "I strongly agree." There are both negative and positive statements which are graded on a correlated point system. For example, Mariah scored number 1, a negative statement, as a 2. Because this was a negative statement Mariah received the opposite score of 2, earning her a 4 for her response. Conversely, the positive statement of number 6 was rated as a 5 by Mariah. Since this was a positive statement she earned a positively correlated score of 5 points. After all the questions are rated by the examinee, the correlating total value is calculated.

Mariah seemed to answer this survey honestly, giving thought to each question, but overall scored a total of 56 points, which indicated a generally positive, though potentially apathetic attitude towards reading. Mariah stated that she felt as though she does a lot of reading, but failed to mention how much of her reading qualifies as required versus for fun. (See Appendix for corresponding scores on testing document.)

### ***Reading Interest Survey***

The Reading Interest Survey assesses an individual's reading interests through a 20 question survey of reading-related topics. The questions range from favorite movie stars to a personal definition of the word 'reading'. Having individualized knowledge about the examinee's interests allows for greater success in remediation or reinforcement strategy development and implementation.

Mariah took her time on this survey, writing detailed answers when applicable. Results showed that Mariah has a passion for fiction and mystery novels, and stated feeling that she enjoys reading "probably more than average".

Interestingly, this survey revealed that Mariah tends not to enjoy reading many 'alternative' formats of writing such as newspapers, poetry, or 'how-to' books, tending more towards fictional novels about mystery and romance. These findings are not atypical for her age, though her love of sports does not appear to cross-over into her chosen reading topics.

### ***Analysis of Writing Sample***

Mariah chose to write about a television character she admires named Maria Essex from the television show, "The Only Way Is Essex". She wrote about the character's personality traits and a few of her admirable characteristics. Mariah's brainstorming and outlining process revealed more conviction and stronger word choice than what was presented in her essay. Her essay did cover most of her brainstorming topics though it lacked in the areas of idea, voice, and organization. Mariah seemed very calm and attentive to her writing, stating that she was glad to have as much time as she wanted. Her brainstorming seemed to be a good jumping-off activity but she did not appear to reference her brainstorming once she started writing her sample essay.

We assessed Mariah's writing sample according to the 6+1 Traits Condensed 5-point Writer's Rubric. The rubric scores the writing sample according to 6 areas: word choice, sentence fluency, conventions, ideas, organization, and voice. Each area is scored on a scale of 1 to 5 with 5 being excellent and 1 being a lack of area demonstration. Mariah received an overall score of 2.7 out of 5 total points.

*Word choice.* Mariah's word choice was functional but exceptionally repetitive. The essay lacked depth and concision, tending toward colloquial descriptions. Because of the need for more concise imagery within the sample, we gave the essay a 3 in this section of the rubric.

*Sentence fluency.* Mariah's sentence flow was pleasant but lacked variety. Again the repetitive nature of the writing sample gave the fluency a functional yet somewhat unimaginative quality. The piece lacked transitional statements but sentence structure was generally correct and allowed for the information to be effectively conveyed. We gave a 3 in this section of the rubric.

*Conventions.* The sample demonstrated Mariah's firm grasp of standard writing conventions. Punctuation, spelling, paragraphing, and capitalization were all generally correct. This was the area in which the sample scored the highest, receiving a 4 in the section of conventions.

*Ideas.* Mariah's ideas were somewhat scattered and the sample lacked a strongly supported theme. Her topic was strongly stated but supporting information was vague at best leaving us, as readers, with many unanswered questions. We, as examiners, gave a score of 2 in this section of the rubric.

*Organization.* The organization of this writing sample was scattered. Each paragraph did focus on a unique detail but failed to strongly support the theme. There were no transitions

between topics and as readers we were again left searching for direction and purpose. The disjointed topic order lead us, as examiners, to give a score of 2 in the organization section of the rubric.

*Voice.* Mariah's passion for her topic, the character of Maria Essex, is sincere but not compelling. The writing demonstrates Mariah's interest in the topic but fails to connect her to the audience. Mariah needed to display stronger conviction about why she admired the character she wrote about instead of simply describing the character. The paper did an adequate job of teaching us, as readers, about Maria Essex, but failed to convey much of anything about the author, Mariah. Overall, we gave Mariah a 2 in the voice section of the rubric.

### ***Examiner Observations***

Mariah's tests were administered over a month long period in informal settings such as coffee shops and personal residences. The IRI was administered on two separate occasions less than a week apart. The first two parts of the IRI were administered over a 2 hour time period in a single sitting and took longer than expected because Mariah's instructional level was so wide-reaching. Though the initial IRI test session was long Mariah was very patient and remained appropriately focused for her age level. As examiners we assessed her frustration level as level 8 when her comprehension score was 65% because she was passionate about the topic of one of the passages, significantly peaking her interest and skewing her performance due to extensive background knowledge. The passage she was less passionate about at level 8 was one she considerably struggled on and generally failed to comprehend.

Mariah preferred to read her passages orally when permitted and there was a positive correlation observed between her performance and her oral reading comprehension. She

performed the highest on passages she read aloud and struggled the greatest on passages that were read to her.

Mariah was pleasant to work with, frequently expressing her pleasure in participating in our case study. Mariah seemed highly invested in her performance levels, worrying if answers were 'correct', and in general seems preoccupied with the expectations of others.

Because Mariah is a niece of one of the examiners we have reason to believe she may have slightly exaggerated in her responses on her surveys due to her predisposition towards pleasing others. Though some of the answers may have been exaggerated the examiners feel that the general information conveyed was still accurate in that Mariah does enjoy reading.

As examiners we were pleasantly surprised when Mariah's IRI results corresponded with her WJ III DRB results. Both assessments, including observations of Mariah's reading, suggest she has a very high word recognition but seems to struggle with reading comprehension, specifically in areas of inference, vocabulary definition, and detail recall. (See Appendix for Summary of Qualitative Analysis.)

**Table 1 Assessments Administered and Findings**

Assessment	Results
Roe and Burns Informal Reading Inventory	<p><b>Graded Word Lists</b>  Level 7: 90%  Level 6: 100% accuracy  Placement Level: Level 6</p> <p><b>Graded Reading Passages</b>  Level 3: Word Recognition 80% accuracy  Comprehension 90% accuracy  Independent Reading Level</p> <p>Level 4: Word Recognition 99% accuracy  Comprehension 80% accuracy  Instructional Reading Level</p> <p>Level 5: Word Recognition 99% accuracy  Comprehension 70% accuracy  Instructional Reading Level</p> <p>Level 6: Word Recognition 98% accuracy  Comprehension 70% accuracy  Instructional Reading Level</p> <p>Level 7: Word Recognition 99% accuracy  Comprehension 75% accuracy  Instructional Reading Level</p> <p>Level 8: Word Recognition 96% accuracy  Comprehension 65% accuracy  Frustration Reading Level</p> <p><b>Listening Comprehension</b>  Level 9: 90% accuracy  Level 10: 50% accuracy</p>
Ashmore Attitude Scales for Reading	56 out of 75, general positive reading attitude
Ashmore Reading Interest Survey	see Appendix for complete questions and answers
Analytic Analysis of Writing Sample	2.7 out of 5.0
Woodcock-Johnson III Diagnostic Reading Battery	<p>Letter-Word Identification  15 years 7 months of age</p> <p>Passage Comprehension  8 years 6 months of age</p>

### Summary and Diagnostic Impressions

Mariah, a freshman at Sentinel High School and niece to one of the examiners, agreed to be the test subject in this case study. Both her mother, Lisa Schmierer, and her father, Jason Vaughan, gave their written consent allowing her to participate. (See Appendix for Parent Permission Forms.) Mariah was willing to participate as a way to spend more time with her aunt and stated that she was excited to “show off her writing skills”. She has a very confident and passionate attitude towards both reading and writing. Mariah works hard to earn good grades in high school while maintaining highly demanding extra-curricular athletic commitments in both track and volleyball. She also has a full schedule to balance switching between her two divorced parents' households every other week and meeting familial obligations such as babysitting younger siblings.

After administering the Woodcock-Johnson III Diagnostic Reading Batter (WJ III DRB) (2004), the results suggested that Mariah's letter-word recognition was equivalent to that of a 15 year 7 month old individual (52% percentile). This age marker is two months past Mariah's current age showing she recognizes words at an age-appropriate level. However, her passage comprehension results suggest she comprehends at an age equivalent level to that of an 8 year 6 month old (3%). These results were quite shocking as Mariah is well spoken, self-reports as someone who enjoys reading, and has traditionally earned average grades in school.

Similar results to the WJ III DRB were obtained after administering the Roe and Burns Informal Reading Inventory (IRI) (2011), Mariah's independent reading level was determined to be level 3. Her instructional level ranged from level 4 to level 7, and she obtained frustration at level 8. After compiling Mariah's results, the tests suggested she had very strong word

recognition. Mariah made 11 miscues during her oral reading of 6 different passages: 5 omissions, 2 insertions, 2 substitutions, 1 reversal, and 1 mispronunciation which she self-corrected. Mariah demonstrated greater oral comprehension over silent comprehension and stated she preferred reading orally. In her oral reading, Mariah read fluently, easily recognized words, and demonstrated attention to punctuation. However, akin to the WJ III DRB, the IRI tests showed Mariah struggled to grasp key areas of comprehension. In the area of detail Mariah incorrectly answered 42% of the questions, with sequencing she missed 38% of the questions, she failed 28% of the inference questions, and was also unable to correctly answer 30% of the vocabulary questions. These numbers are high, missing approximately a third of the questions in four of the six areas of comprehension, suggesting Mariah significantly struggles to comprehend what she reads.

The final assessment tool employed to evaluate Mariah's abilities was the sample writing piece. Mariah was given a prompt to write an essay about a fictional character she admires and respects. We used the 6+1 Traits of Writing Rubric to evaluate her writing sample and gave her a composite score of 2.7 out of 5.0. Mariah's writing wanted for stronger ideas, voice, and organization. She had average word choice and fluency, and scored the highest in the area of conventions with a 4 out of 5.

Based on the aforementioned results, we determined that several remediation strategies could be implemented to cultivate Mariah's comprehension abilities. Our remediation strategies focus heavily on reading while also addressing the writing realm. We opted to focus on the domains of comprehension and study skills, and the areas of detail and note-taking. Our first remediation strategy focuses on Mariah's comprehension of detail within the novel, *The Maze Runner* (Dashner, 2009). This is a novel which will grab Mariah's interest due to its mystery and



fast-paced nature. Our second remediation strategy utilizes a series of note-taking skills to improve Mariah's comprehension of her high school Earth Science (Spaulding & Namowitz, 2005) textbook. Mariah has stated that she struggles the most in science with regards to her interest and understanding of the subject.

## Remediation Strategy

### *Domain and Area of Instruction*

Comprehension: Detail

### *Materials*

- *The Maze Runner* (Dashner, 2011)
- Writing utensils
- Paper

### *Intended Learning Outcome*

Using the first five chapters of the fictional novel, *The Maze Runner*, Mariah will write a one page reflection during class based on her reading and previous prediction employing attention to detail to the teacher's satisfaction.

### *Pre-reading Activity*

In order to focus Mariah's attention to the details of the story she will write a half page plot prediction based on the book jacket, giving specific attention to the cover art, book title, and back of book synopsis. She will include the name of the main character and at least two separate predictions about the setting and possible major plot topics.

### *Reading Activity*

While reading the first five chapters Mariah will take at least one half page of notes detailing character names, setting details, and key plot points. She should write at least 10-15 key items listed.

***Post-reading Activity***

Mariah will write at least a page reflection of the first five chapters noting her previous predictions. She should include at least two examples of how her predictions were correct or incorrect. She will orally share her paper within a small group setting during class.

***Independent Practice***

After reading chapters 6-10, Mariah will write at least a page summary of main events and details that occurred during the reading. She will meet the teacher's satisfaction by turning in her summary and reflection papers.

## Remediation Strategy

### *Domain and Area of Instruction*

Study Skills: Note-taking

### *Materials*

- *Earth Science* (Spaulding & Namowitz, 2005)
- Writing Utensils
- Science Notebook
- “Know, Want to know, Learned” Worksheet
- “Think-Links” graphic organizer example

### *Intended Learning Outcome*

Mariah will write 1-2 pages of detailed notes in her science notebook per chapter section read of her science textbook, *Earth Science*, including at least 5 key topics to assist in her comprehension, to the teacher's satisfaction.

### *Pre-reading Activity*

Mariah will complete the first two sections of a “Know, Want to know, Learned” (K-W-L) worksheet for each chapter section in her science textbook. She will list between 3-5 items in both the 'Know' and 'Want to know' columns of the K-W-L worksheet.

***Reading Activity***

Mariah will take 1-2 pages of detailed notes in her science notebook per chapter section of her science textbook including at least 5 key topics. If she has questions during her reading she will also enter them in the 'Want to know' column of her the K-W-L worksheet.

***Post-reading Activity***

Mariah will complete a “Think-Links” graphic organizer in her science notebook of one key topic from her chapter section reading in her science textbook, referencing the given example. After completing her graphic organizer she will complete the 'Learned' section of her K-W-L worksheet, listing at least 5 new pieces of information she learned including answers to her questions from the 'Want to know' portion of the worksheet.

***Independent Practice***

Taking her “Think-Links” graphic organizer and her K-W-L worksheet, Mariah will write a page summary of what she learned from the chapter section of her science textbook. She will meet the teacher's satisfaction by turning in her completed K-W-L worksheet, summary page, and her science notebook which includes her completed “Think-Links” graphic organizer.

## References

- Ashmore, R. A. (2013). *Literary assessment, diagnosis, and instruction*. Missoula, MT: University of Montana.
- Culham, R. (2003). *6 +1 Traits of writing: The complete guide, grades 3 and up*. Portland, OR: Northwest Regional Educational Laboratory.
- Dashner, J. (2009). *The maze runner*. New York, NY: Random House, Inc.
- Gipe, J. P. (2010). *Multiple paths to literacy: Assessment and differentiated instruction for diverse learners* (7th ed.). Upper Saddle River, NJ: Pearson.
- Roe, B. D., & Burns, P. C. (2011). *Informal reading inventory: Preprimer to twelfth grade* (8<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Shrank, F. A., Mather, N., & Woodcock, R. W. (2004). *Comprehensive manual. Woodcock Johnson III diagnostic reading battery*. Itasca, IL: Riverside.
- Spaulding, N. E., & Namowitz, S. N. (2005). *Earth science*. New York, NY: McDougal Littell/Houghton Mifflin.
- Woodcock, R. W., Mather, N., & Schrank, F. A. (2004). *Woodcock-Johnson III diagnostic reading battery*. Itasca, IL: Riverside.

**Appendix**

## SUMMARY OF QUANTITATIVE ANALYSIS

Student's Name MV Grade 9 Date 4-9, 4-14 Administrator Kiley Wear

Forms Used: Word Lists, Form 1 Oral Passages, Form A Silent Passages, Form B Listening Comprehension, Form C

Performance Levels Based on Full Inventory (Oral & Silent): Independent 3 Instructional 4-7 Frustration 8 Listening Comprehension 9

Performance Levels Based on Oral Passages: Independent \_\_\_\_\_ Instructional \_\_\_\_\_ Frustration \_\_\_\_\_ Listening Comprehension \_\_\_\_\_

Performance Levels Based on Silent Passages: Independent \_\_\_\_\_ Instructional \_\_\_\_\_ Frustration \_\_\_\_\_ Listening Comprehension \_\_\_\_\_

Optional Comparison Levels: Independent \_\_\_\_\_ Instructional \_\_\_\_\_ Frustration \_\_\_\_\_ Rate of Reading: High \_\_\_\_\_ Average \_\_\_\_\_ Low \_\_\_\_\_

Performance Levels Based on Graded Word Lists: Placement 6 Independent \_\_\_\_\_ Instructional \_\_\_\_\_ Frustration \_\_\_\_\_

### Types of Miscues in Context

	Mispronunciation	Substitution	Insertion	Omission	Reversal	Repetition	Refusal to Pronounce	Row Totals
Total	1	2	2	5	1	0	0	11
Meaning changed	0	0	0	0	0	0	0	0
Self-corrected	1	0	0	0	0	0	0	1

### Comprehension Skill Analysis Chart

Skill	Number of Questions	Number of Errors	Percent of Errors
Main idea	14	2	17%
Detail	42	10	42%
Sequence	13	5	38%
Cause and effect	19	4	21%
Inference	39	14	28%
Vocabulary	27	8	30%

### Summary Table of Percentages

Level	Word Recognition	Oral A Comprehension	Silent B Comprehension	Average Comprehension	Listening C Comprehension
PP					
P					
1					
2					
3	80	100	100	90	
4	99	90	70	80	
5	99	80	60	70	
6	98	90	50	70	
7	99	60	90	75	
8	96	90	40	65	
9					90
10					50
11					
12					



## SUMMARY OF QUALITATIVE ANALYSIS

### Summary of Strengths and Weaknesses in Word Recognition

(Include all of the important data that have been collected on word recognition skills.)

Mariah showed her abilities in word recognition and vocabulary. Her word recognition dropped some at level three, this could be due to boredom and exhaustion. There could also be a lack of a challenge for her at this level. She attended to punctuation and self-corrected some mistakes when she recognized it sounded wrong.

### Summary of Strengths and Weaknesses in Comprehension

(Include all of the important data that have been collected about comprehension.)

She had better oral comprehension than silent comprehension. She also had better comprehension when the topic was of interest, or she had prior knowledge to the subject.

Mariah struggled with sequencing events and retelling specific details in the comprehension questions. She also had difficulties making inferences, this had an effect on her vocabulary and sequencing events. Listening capacity was at level 9 and there was a huge difference between level 9 and 10.

### Checklist of Reading Behaviors

(Place a [+] by areas that are strong and a [-] by areas that are weak.)

1. Reads in phrases +
2. Reads with expression +
3. Attends to punctuation +
4. Pronounces words correctly +
5. Sounds out unfamiliar words +
6. Uses structure clues, when available, to recognize unfamiliar words -
7. Uses context clues +
8. Makes strategic attempts to recognize unfamiliar words (applies word recognition skills flexibly) -
9. Keeps place in material being read +
10. Shows few signs of tension when reading +
11. Holds book at appropriate distance from face when reading +
12. Self-corrects errors without prompting +

## SUMMARY AND SCORE REPORT

Name: Mariah  
Date of Birth: 10/29/1997  
Age: 15 years, 5 months  
Sex: F  
Date of Testing: 03/24/2013

School: University of Montana  
Teacher: Dr. Ashmore  
Grade: 9.7  
Examiner: Jessi Crago

### TEST ADMINISTERED

WJ III Diagnostic Reading Battery (WJ III DRB)

### TEST SESSION OBSERVATIONS

Mariah's conversational proficiency seemed advanced for her age level. She was exceptionally cooperative throughout the examination; her activity level seemed typical for her age.

Mariah appeared at ease, comfortable, and attentive to the tasks during the examination. She responded slowly and carefully to test questions, noticeably increasing her level of effort for difficult tasks.

### TEST PERFORMANCE


*Letter-Word Identification* measured Mariah's ability to identify words. Mariah's word identification skills are average but nonautomatic. She required increased time and attention to phoneme-grapheme relationships to determine the correct response.

*Passage Comprehension* measured Mariah's ability to understand what she read. The items required Mariah to read a short passage and identify a missing key word that made sense in the context of the passage. Mariah's ability to comprehend written passages while reading is limited. She appeared to read passages very slowly and had difficulty identifying the missing word.

### SUMMARY

Mariah's performance is limited in Brief Reading.

Although Mariah's Brief Reading is limited, her performance on the two tests that comprise this cluster differ. Her ability to identify words (as measured by Letter-Word Identification) was average; her ability to understand what she read (as measured by Passage Comprehension) was limited.

  
\_\_\_\_\_  
Jessi Crago  
Examiner

**SUMMARY AND SCORE REPORT**  
**Vaughan, Mariah**  
**March 24, 2013**

**TABLE OF SCORES: *Woodcock-Johnson III Diagnostic Reading Battery***  
**WJ III DRB Scoring and Reporting Program, Version 1.0**  
**Norms based on age 15 years, 5 months**

<u>Test/CLUSTER</u>	<u>Raw</u>	<u>AE</u>	<u>EASY</u>	<u>DIFF</u>	<u>RPI</u>	<u>PR</u>	<u>SS (68% Band)</u>	<u>NCE</u>
Letter-Word Identification	66	15-7	13-9	18-3	91/90	52	101 (96-105)	51
Passage Comprehension	26	8-6	7-10	9-8	26/90	3	72 (67-77)	11
<b>BRIEF READING</b>	-	12-2	10-6	14-3	65/90	24	89 (87-92)	35

Ashmore Attitude Scales for Reading

Name Mariah [redacted]

Directions: This survey measures how you feel about reading. Read each statement, decide how you feel, and rate each statement on a scale from 1 to 5, as follows:

- 5 means "I strongly agree."
- 4 means "I agree."
- 3 means "I cannot decide."
- 2 means "I disagree."
- 1 means "I strongly disagree."

Indicate your feeling by putting X in the proper box. Please be honest. Your responses will not affect your grade in this class.

	5	4	3	2	1
1. Library books are boring.				X	X
2. Buying books is a waste of money.				X	X
3. Reading is one of my hobbies.		X			
4. Reading is not enjoyable.			X		
5. I am a poor reader.					X
6. I like to read before I go to bed.	X				
7. I usually do not finish reading a book.					X
8. Reading gets boring after about fifteen minutes.				X	X
9. Teachers want me to read too much.					X
10. I would like to belong to a book club.					X
11. I don't have enough time to read books.			X		
12. You can't learn much from reading.					X
13. I like to have time to read in class.				X	X
14. Books are good presents.					X
15. I do not read often.					X

4  
4  
3  
3  
3  
3  
3  
3  
3  
3  
2  
1  
1  
5

Total 56

Scoring: The positive statements are 3, 6, 10, 13, and 14. Total the points as given, i.e., 5 = 5, 4 = 4, 3 = 3, 2 = 2, and 1 = 1. The negative items are 1, 2, 4, 5, 7, 8, 9, 11, 12, and 15. Give the opposite number and then score, i.e., 5 = 1, 4 = 2, 3 = 3, 2 = 4, 1 = 5. Scores can range from 15 to 75. A score of 45 represents a neutral attitude toward reading; scores above 45 are more positive; scores below 45 are more negative.

## Reading Interest Survey

from "But There's Nothing Good to Read" (in the Library Media Center), by Denise Hildebrandt,  
Media Spectrum: The Journal for Library Media Specialists in Michigan, Fall 2001, p. 34-37.

1. Do you like to read?

Yes

2. How much time do you spend reading?

About 5 hours every week

3. What are some of the books you have read lately?

Girl stolen, Romeo + Juliet, the Da Vinci Code

4. Do you have a library card? How often do you use it?

Yes, I don't use it much. Don't have time to go to the library.

5. Do you ever get books from the school library?

Yes, about 3 a month

6. About how many books do you own?

I own (just my books) about 70 books

7. What are some books you would like to own?

I don't have a specific book I would like, I just like fictional or mystery.

8. Put a check mark next to the kind of reading you like best.  
(topics you might like to read about)

history

travel

plays

sports

science fiction

adventure

romance

detective stories

war stories

poetry

car stories

novels

biography

supernatural stories

astrology

humor

folktales

how-to-do-it books

mysteries

art

westerns

(over)

9. Do you like to read the newspaper?

Not really, But sometimes

10. If 'yes', place a check next to the part of the newspaper listed below you like to read.

Advertisements

Entertainment

Columnists

Headlines

Comic Strips

Political Stories

Current Events

Sports

Editorials

Others: (please list)

(I like looking at garage sales and things like that)

11. What are your favorite television programs?

I don't really watch T.V.

12. How much time do you spend watching television?

Probably 1 hour a half week. If that.

13. What is your favorite magazine?

People or Paula Dean.

14. Do you have a hobby? If so, what is it?

I have many. Volleyball, track, writing, singing, drawing.

15. What are the two best movies you have ever seen?

Inception and I am legend.

16. Who are your favorite entertainers and/or movie stars?

I love comedians. My favorites Bill Burr. I love Tim Gu

17. When you were little, did you enjoy having someone read aloud to you? and Michael

Yes and no. I liked the stories but I like to read. Kors.

18. List topics, subjects, etc. which you might like to read about:

Drama, mysteries and fictional are topics or

19. What does the word 'reading' mean to you? Subjects I like to read about

It means ~~reading~~ looking at words and pronouncing

20. Say anything else that you would like to say about reading: them and underst-

I like to read books that - anding them to

keep you wondering. I like reading make scenes or

probably more than average. plots and ever-

from "But There's Nothing Good to Read" (In the Library Media Center), by Denise Hildebrandt, Media Spectrum: The Journal for Library Media Specialists in Michigan, Fall 2001, p. 34-37.

thing else in a story, paper or other reading material.

6+1 Traits® Condensed 5-Point 3-12 Writer's Rubric aka One Pager

<p><b>Word Choice:</b> The use of rich, colorful, and precise language that moves and enlightens the reader.</p>	<p><b>Sentence Fluency:</b> The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye.</p>	<p><b>*Conventions:</b> The mechanical correctness of the piece; spelling, punctuation, capitalization, grammar usage, and paragraphing.</p>
<p>Ⓢ <i>Words convey the intended message in a precise, interesting, and natural way.</i></p> <p>A. Words are specific and accurate.          B. Striking words and phrases create imagery.          C. Natural, effective and appropriate language.          D. Lively verbs, specific nouns and modifiers.          E. Language enhances and clarifies meaning.          F. Precision is obvious by choice of words and phrases.</p>	<p>Ⓢ <i>The writing has an easy flow, rhythm and cadence. Sentences are well constructed.</i></p> <p>A. Sentences enhance the meaning.          B. Sentences vary in length as well as structure.          C. Purposeful and varied sentence beginnings.          D. Creative and appropriate connectives.          E. The writing has cadence.</p>	<p>Ⓢ <i>The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing)</i></p> <p>A. Spelling is generally correct.          B. Punctuation is accurate.          C. Capitalization skills are present.          D. Grammar and usage are correct.          E. Paragraphing tends to be sound.          F. The writer may manipulate and/or edit for stylistic effect; and it works!</p>
<p>Ⓣ <i>The language is functional, even if it lacks much energy.</i></p> <p>A. Words are adequate and correct in a general sense.          B. Familiar words and phrases communicate.          C. Attempts at colorful language.          D. Passive verbs, everyday nouns, mundane modifiers          E. Language functions, with one or two fine moments.          F. Occasionally, the words and phrases show refinement and precision</p>	<p>Ⓣ <i>The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical.</i></p> <p>A. Sentences get the job done in a routine fashion.          B. Sentences are usually of similar length, yet constructed correctly.          C. Sentence beginnings are sometimes varied.          D. The reader sometimes has to hunt for connective clues.          E. Parts of the text invite expressive oral reading; other parts may be stiff, awkward, choppy, or gangly.</p>	<p>Ⓣ <i>The writer shows reasonable control over a limited range of standard writing conventions</i></p> <p>A. Spelling is usually correct or reasonably phonetic on common words.          B. End punctuation is usually correct.          C. Most capitalized words are correct.          D. Problems with grammar and usage are not serious.          E. Paragraphing is attempted.          F. Moderate, inconsistent editing (a little of this, a little of that).</p>
<p>Ⓤ <i>The writer struggles with a limited vocabulary</i></p> <p>A. Words are nonspecific or distracting.          B. Many of the words don't work.          C. Language is used incorrectly.          D. Limited vocabulary, misuse of parts of speech.          E. Language is unimaginative and lifeless.          F. Jargon or clichés, persistent redundancy.</p> <p><b>Key Question:</b> <i>Do the words and phrases create vivid pictures and linger in your mind?</i></p>	<p>Ⓤ <i>The reader has to practice quite a bit in order to give this paper a fair interpretive reading.</i></p> <p>A. Sentences are choppy, incomplete, rambling, or awkward. Phrasing does not sound natural.          B. No "sentence sense" present.          C. Sentences begin the same way.          D. Endless connectives, if any present.          E. Writing does not invite expressive oral reading.</p> <p><b>Key Question:</b> <i>Can you FEEL the words and phrases flow together as you read it aloud?</i></p>	<p>Ⓤ <i>Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.</i></p> <p>A. Spelling errors are frequent.          B. Punctuation missing or incorrect.          C. Capitalization is random.          D. Errors in grammar or usage are very noticeable.          E. Paragraphing is missing.          F. Little, if any, editing; the reader must read once to decode, then again for meaning.</p> <p><b>Key Question:</b> <i>How much editing would have to be done to be ready to share with an outside source?</i></p> <ul style="list-style-type: none"> <li>• A whole lot? Score in the 1-2 range.</li> <li>• A moderate amount? Score in the 3 range.</li> <li>• Very little? Score in the 4-5 range.</li> </ul>
<p><b>*Expectations for Conventions should be based on grade level and include only those skills that have actually been taught.</b></p>		

Name \_\_\_\_\_  
 Total pts/6 = \_\_\_\_\_

<p><b>Ideas:</b> The main message of the piece, the theme, with supporting details that enrich and develop that theme.</p>	<p><b>Organization:</b> The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence of the ideas.</p>	<p><b>Voice:</b> The unique perspective of the writer evident in the piece through the use of compelling ideas, engaging language, and revealing details.</p>
<p>Ⓢ <i>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</i></p> <p>A. The topic is narrow and manageable            B. Relevant, telling, quality details go beyond the obvious            C. Ideas are crystal clear and supported with details            D. Writing from knowledge or experience; ideas are fresh and original            E. Reader's questions are anticipated and answered.            F. Insightful topic</p>	<p>Ⓢ <i>The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a catchy introduction and a satisfying conclusion.</i></p> <p>A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution.            B. Thoughtful transitions connect ideas.            C. Sequencing is logical and effective.            D. Pacing is well controlled.            E. The title, if desired, is original.            F. Organizational structure is appropriate for purpose and audience; paragraphing is effective.</p>	<p>Ⓢ <i>The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and shows respect for the audience.</i></p> <p>A. Uses topic, details, and language to strongly connect with the audience.            B. Purpose is reflected by content and arrangement of ideas.            C. The writer takes a risk with revealing details.            D. Expository or persuasive reflects understanding and commitment to topic.            E. Narrative writing is honest, personal, and engaging.</p>
<p>Ⓣ <i>The writer is beginning to define the topic, even though development is still basic or general.</i></p> <p>A. The topic is broad            B. Support is attempted            C. Ideas are reasonably clear            D. Writer has difficulty going from general observations about topic to specifics            E. The reader is left with questions            F. The writer generally stays on topic</p>	<p>Ⓣ <i>The organizational structure is strong enough to move the reader through the text without too much confusion.</i></p> <p>A. The paper has a recognizable introduction and conclusion.            B. Transitions sometimes work.            C. Sequencing shows some logic, yet structure takes attention away from the content.            D. Pacing is fairly well controlled.            E. A title, if desired, is present.            F. Organizational structure sometimes supports the main point or story line, with an attempt at paragraphing.</p>	<p>Ⓣ <i>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</i></p> <p>A. Attempt to connect with audience is earnest but impersonal.            B. Attempts to include content and arrangement of ideas to reflect purpose.            C. Occasionally reveals personal details, but avoids risk.            D. Expository or persuasive writing lacks consistent engagement with the topic.            E. Narrative writing reflects limited individual perspective.</p>
<p>Ⓤ <i>The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.</i></p> <p>A. The writer is still in search of a topic            B. Information is limited or unclear or the length is not adequate for development            C. The idea is a simple restatement or a simple answer to the question            D. The writer has not begun to define the topic            E. Everything seems as important as everything else            F. The topic may be repetitious, disconnected, and contains too many random thoughts</p> <p><b>Key Question:</b> <i>Did the writer stay focused and share original and fresh information or perspective about the topic?</i></p>	<p>Ⓤ <i>The writing lacks a clear sense of direction.</i></p> <p>A. No real lead or conclusion present.            B. Connections between ideas, if present, are confusing.            C. Sequencing needs work.            D. Pacing feels awkward.            E. No title is present (if requested).            F. Problems with organizational structure make it hard for the reader to get a grip on the main point or story line. Little or no evidence of paragraphing present.</p> <p><b>Key Question:</b> <i>Does the organizational structure enhance the ideas and make it easier to understand?</i></p>	<p>Ⓤ <i>The writer seems uninvolved with the topic and the audience.</i></p> <p>A. Fails to connect with the audience.            B. Purpose is unclear.            C. Writing is risk free, with no sense of the writer.            D. Expository or persuasive writing is mechanical, showing no engagement with the topic.            E. Narrative writing lacks development of a point of view.</p> <p><b>Key Question:</b> <i>Would you keep reading this piece if it were longer?</i></p>



Marat V.  
Writing  
assessment  
04/13/13

## María Essex

I chose to talk about María Essex from the t.v. show *The Only Way is Essex*. I decide to choose María for various reasons. I will talk about those reasons in the following paragraphs which will include María's personality, her relationships, and how she handles the drama and issues in the show.

María has a great personality. She is fun, joyful, happy, confident and she is very mature. Despite María being only 27 on the show she is in the middle of all of the drama with her friends and family and yet she presents herself in a very calm and collected type of way, very approachable. The nice thing about María is she tells you how it is. She will tell you what she thinks of you and how you may be acting or how to handle a situation. Kind of like an advice giver. Another great quality about María is she stands up for who she is and what she believes in. Those are the reasons why María's personality is one of the main topics why I admire her.

María, being an Essex means she deals with a lot of clients. She always makes things strictly business. She

Though she has many friends she keeps to herself about who she dates and what she does. She respects the other people. This is my favorite thing about Maria.

Lastly Maria is from Essex so she is known to party and drink and do crazy things but Maria is the one girl that knows how to keep her composure and handles herself. She knows when to say no and when to stop. She never lets people get taken advantage of when they are not aware of what's happening, she's always there to depend family and friends.

Maria is a great role model and excellent example of someone who knows what she's doing and is a very real person. Those are the reasons i chose Maria Essex and why i admire her so much.

## Branston

To show - The Only way is Essex.

Person i admire - Maria

Why i admire Maria

- her personality
- She says things like how it is
- She is nice and stands up for what she believes in

She is from a tv show that involves a lot of drama and problems and partying.

She isn't one of the girls that just hook up. She likes to be in a committed relationship.

Reasons why i think she is the girl i like or look up to most -

- She is confident
- She is fun but knows her limits
- She is a lot like myself.

**PARENT PERMISSION FORM**

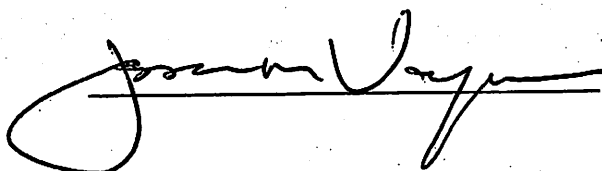
February 4<sup>th</sup>, 2013

Dear Jason Vaughan:

I am taking a class at the University of Montana and would like to use Mariah Vaughan as my case study. My partner and I will be utilizing some of the information gathered from her most recent school evaluation. All information we gather will be summarized in a written report. This report will be anonymous and will not be put into her school files. Of course, you will be more than welcome to have a copy of the results.

Sincerely,

Jessi Crago and Kiley Wear

 I give my permission.

\_\_\_\_\_ I do not give my permission.

**PARENT PERMISSION FORM**

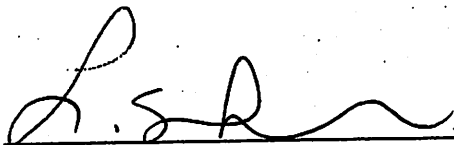
February 4<sup>th</sup>, 2013

Dear Lisa Schmierer:

I am taking a class at the University of Montana and would like to use Mariah Vaughan as my case study. My partner and I will be utilizing some of the information gather from her most recent school evaluation. All information we gather will be summarized in a written report. This report will be anonymous and will not be put into her school files. Of course, you will be more than welcome to have a copy of the results.

Sincerely,

Jessi Crago and Kiley Wear



\_\_\_\_\_ I give my permission.

\_\_\_\_\_ I do not give my permission.