

Case Study of:
Jaden

Felicity Franklin Elementary
Grade 2

Testing Completed at Student's Home
March 30th, 2017 12:00-1:30pm
April 14th, 2017 5:00-6:30pm

Completed By
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Introduction

On March 13th and April 14th, 2017, Jaden was given a diagnostic battery of tests in reading at his home. In order to determine his strengths and challenges in the language arts and reading, he was observed completing tasks in the following areas: reading, writing, speaking, spelling, and listening. The testing period on March 13th lasted from 12:00 – 1:30pm. The testing period on April 14th lasted from 5:00 – 6:30pm. Throughout the testing period Jaden repeatedly commented that he had poor hand writing skills. These comments and his attitude towards certain tests indicated that he was nervous about having to write his thoughts. The examiner reinforced positive comments throughout the testing session to try and gain the most accurate depiction of Jaden's academic ability as possible. Overall Jaden was willing to complete the tasks asked of him; he worked efficiently, wasting little time.

Background Information

Jaden had lived in the same home in the town of Felicity his whole life. He lived with his parents, older sister, and two older brothers. Jaden was about to complete the second grade at Felicity Franklin Local Schools. Jaden felt he had strong math and reading skills, but struggled with spelling and vocabulary skills. He also knew that he was very intelligent and was proud to share that he was in the gifted program for both reading and math. Through questions answered during the

priorities session, Jaden indicated that he struggles with understanding the meaning of words, and that his handwriting is hard to read. Jaden had mentioned that his favorite book series was “I Survived” and that he loved reading books about adventures. Jaden’s mother is on the PTO board at the school he attends, works from home, and is very involved in his academic growth. Jaden’s father works a full-time job but it also deeply involved his life.

Listing of Tests/Assessments

The following assessments were given during the session that occurred on March 30th, 2017.

Test

- Bader Student Priorities
- Bader Graded Word Recognition List
- Bader Unfinished Sentences
- Writing Sample

The following assessments were given during the session that occurred on April 14th, 2017.

Test

- Bader Graded Reader’s Passages
- Bader Arithmetic Test
- Bader Reversals Phonics Test

- Bader Diagnostic Spelling Tests

Reporting Results

Bader Graded Word Recognition List

The Bader Graded Word Recognition List were used as an instrument to determine a child's ability to read graded word lists unaided. The lists ranged from pre-primer to high school level. It was also used as placement criteria for the oral reading passages given during another testing session.

Seeing that Jaden had not completed second grade yet, the examiner determined that Jaden should begin to try reading vocabulary lists at the 1.0 list. He was able to read words through the 7.0 word list and some on the 8.0 list. On the 5.0 list he said "represent" for "representative". On the 8.0 list Jaden did not attempt to say "psychology", "democracy", or "prohibited". Jaden correctly pronounced 7 out of the 10 words on the 8.0 list.

Bader Unfinished Sentences/Writing Sample

In order to provide the examiner with multiple assessments that would show Jaden's language/writing abilities, Jaden completed five unfinished sentences. For the first unfinished sentence the examiner provided the starter, "I hope I'll never", Jaden finished the sentence by writing, "lie again". The second sentence starter read, "Last summer I", Jaden finished the sentence by writing, "swam at my grandmothers pool". The third sentence starter read, "I would like to be able to

read”, Jaden finished the sentence by writing, “in the 9th grade reading level”. The fourth sentence started read, “Learning to read is”, and Jaden finished the sentence by writing, “easy”. The fifth sentence starter read, “I often worry about”, Jaden finished the sentence by writing, “trantulas”. Obtaining these writing samples showed the examiner that Jaden has strong language abilities and can struggle with grammar and spelling.

Obtaining a writing sample about a topic of interest provided the examiner with a more complete picture of Jaden’s language ability. The writing sample showed Jaden’s ability to write coherent sentences, use proper grammar, and select words that explained what he was thinking. Jaden wrote about three sentences in the writing sample before responding that he was complete. Using the limited samples gathered in this assessment process, the examiner determined that Jaden normally used correct spelling and provided many details in his writings. Seeing that Jaden was very eager to illustrate his thoughts, the examiner allowed his to do this.

Bader Graded Reader’s Passages

The main goal of using the graded reader’s passages was to estimate what instructional level Jaden should be placed in for gathering appropriate materials. The instructional level is the level on which he is challenged, but not frustrated. The ability to recall words and answer comprehension questions correctly was

considered in determining his overall reading level. Jaden was asked by the examiner to read each passage aloud and he was notified that this is not a timed reading assessment. Specific comprehension questions were asked after the conclusion of each passage.

The graded word recognition list determined that Jaden was reading on a sixth or seventh grade level. Jaden did an excellent job of reading on the level six reading passage. He appeared to be unsure when answering the comprehension questions. As Jaden read the sixth grade reading passage about who should pay for the medical bills of dare devils, he was unable to answer many comprehension questions that followed. Jaden was more confident in both reading and answering the comprehension questions on the level seven reading passage. Jaden shared with the examiner that he had much background knowledge about the topic of this reading passage. Even though Jaden did skip two full sentence when reading this passage, he was able to answer almost every comprehension question with a correct response. Jaden also answered most comprehension questions using direct quotes from the reading passage. Because of Jaden's struggle with the level seven reading passage, the examiner refrained from administering any more graded reading passages.

Bader Arithmetic Test

The Bader Arithmetic Test is designed to give a holistic picture of the examinee. Correlations between reading scores and math scores could lead to further diagnostic testing. Jaden answered addition, subtraction and multiplication problems. He correctly solved seven out the thirty questions in the five minutes allotted. His raw score of seven was a grade equivalent score of 4.0, very much above his current grade level.

Bader Reversals Phonics Test

The Bader Reversals Phonic Test is meant to evaluate student's tendencies to flip words when reading very rapidly. Jaden was instructed to read the provided word list as fast as he could, the examiner would listen for any word reversals during this reading. For the provided word "saw", Jaden said "raw". For the provided word "raw", Jaden said "saw". Jaden reversed two out of the twelve words, concluding that he does not have a common tendency to revere words when reading rapidly.

Bader Diagnostic Spelling Tests

The Bader Diagnostic Spelling Tests were given to Jaden to provide a quick phonic assessment of different English spelling conventions and high frequency words. List two tested the phonetic spelling ability to discriminate sounds, associate sounds with letters, and write sounds in a sequence. List four assessed the ability to make fine visual discriminations within words, recall letter forms, and

reproduce letter forms in a sequence. List five showed Jaden's knowledge of spelling rules and conventions.

Jaden quickly wrote each word down, while also spelling it aloud as he wrote, after pronounced by the examiner. Jaden spelled every word correctly on list two. On list four Jaden misspelled "laugh" by writing "lagh". On list five Jaden misspelled "flies" by writing "fly's".

Analysis of Data/Summary of Findings

It was found that the following appear to be significant strengths for Jaden as he approaches a reading task:

- hard working effort
- read above grade level
- above grade level oral vocabulary recognition
- spelled words phonetically
- spelled words with silent letters
- read rapidly with little mistakes
- conveying his own thoughts through writing
- high comprehension skills
- finding answers to questions through quotes in the passages

As evidenced in his responses to previous listed test, the data indicated that Jaden performed above grade level, but continues to have areas of possible improvement as follows:

- comprehension of information he is unfamiliar with
- stacked number addition problems
- inflexion of sentence structures

Remediation Plan for Jaden

Jaden has proven himself of having reading skills high above his grade level. As he gains more experience and matures, his comprehension skills will increase as he grows more confident his academics abilities. Help Jaden realize that he does not have poor spelling skills and provide challenges for him as he continues to flourish in both his math and reading skills. His parents and educators are partners that should be working closely together to provide Jaden with individualized instruction to meet his specific needs. As expectations for each place matches that of another, Jaden will be guided along a path of educational success. He will gain knowledge and understand how to use resources to his benefit. The following are suggestions to help Jaden succeed at home and at school.

Suggestions for Home

- Provide Jaden with more challenging chapter books to read not only to himself, but with his parent

- Let Jaden listen to higher level books on tape of he follows along so he can grow in his high level reading abilities
- Let Jaden read recipes and help make meals to realize how important it is to read each sentence/direction carefully
- Allow Jaden to write stories of his own and share them to the family
- Visit the library often! Let Jaden check out books on his own library card
- Try to get Jaden interested in a series of chapter books such as Magic Treehouse by Mary Pope Osborne.
- Challenge Jaden daily and offer much praise
- Have Jaden create plays based off characters he reads in books. Allow him to perform for the family
- Play high level thinking board games together as a family. Ex. Scrabble, Say Anything, Apples to Apples
- Get him writing in any way you can. Ex. Have him write down the family meal menu for the week
- Give him plenty of opportunities to write creatively!

Suggestions for School

- Allow Jaden to be an “assistant” that shares his reading skills with younger students; Kindergarten

- Allow Jaden to research topic in depth and instruct him to produce some type of report or project over the topic
- Play “Question the Teacher” where students get a certain amount of time to ask the teacher as many questions as they can about a particular topic.
- Instruct that Jaden analyzes the reading instead of summarizing; push for more interpretive thinking
- Provide many opportunities for creative writing
- Teach students how to complete crossword puzzles
- Read and perform plays aloud in class
- Play higher-level thinking board games in centers