Diagnostic Case Report

Reader: Linus (pseudonym)	Assessments given and interpreted by: Kayleigh Scarlett Hopper
Grade: 4th	Dates of Assessments:8-25-18, 9-21-18, 9-27-18
Age:10	Date of Report: 9-30-18

1. **Background Information**

   Linus is a ten-year-old who is in the fourth grade in a local elementary school. He is very active and loves to spend time outside, playing sports, and playing video games. Linus's goal in reading at home is to read every night for 30 minutes. Most weeks, Linus will read 4 days out of the week. He really enjoys reading books about sports and prefers to read those over anything else. Linus puts in much effort when reading to comprehend and read correctly.

2. **Assessments and Results**

   a) **Reading Interview**

   The ARI Reading Interview is a ten question survey to learn about the reader and their reading habits. (Woods & Moe, 2014) It helps you see reading through the reader's eyes. It complements the Analytical Reading Inventory. This survey was administered by reading aloud the questions to Linus and then, the assessor wrote down his answers.

   Results

   According to the interview of Linus, he likes to read books about sports, basketball especially. His favorite books included *On the Line* and *Outside Shot.* Fred Bowe is his favorite author because he writes about sports and he tells it from the player's perspective. When picking out a book, he looks at the cover and if it looks "babyish" by the title or picture he does not pick it. To find out if a book is too hard for him, Linus uses the 5 finger rule a teacher taught him. If he reads the first pages and cannot read 5 or more words because he does not know them, it is too hard for him. When he needs help sounding out a word or does not know the meaning of a word, Linus says he sounds out the word to figure it out. Linus says he is a good internal reader--he can read really well in his head. He wants to read more to become a better reader. Linus says he does not particularly like reading, but if the book is interesting, he enjoys it. Linus said, in regards to

the advantage of being a good reader, "You can do well in school and know more stuff."

Interpretation:

According to the interview, Linus is motivated to read books that interest him, especially books about sports. He does not seem too interested in reading for fun, he sees it more as an academic idea. He follows a rule to figure out if books are too hard for him which I think is a great idea. I am just concerned he may not be challenging himself enough with these books since he only determines if a book is too easy by the look of the cover. It seems Linus needs some support in strategies for helping him metacognitively think as he reads to figure out unknown words.

b) **Analytical Reading Inventory**

Analytical Reading Inventory (ARI; Woods & Moe, 2014) is an informal reading inventory that can be used to determine a student's level where they can be instructed with a text (instructional,) read on their own (independent,) and where they would need more than just guidance during reading, most likely being read to them (frustrational.) This inventory uses a series of passages leveled pre-primer to level 9 that students read aloud to instructors as the instructors take notes and analyze miscues. After reading, instructors ask the student a series of questions about the passage for comprehension analysis. The student reads the passages until their instructional level is found.

Results

	Passage Level/Name	Word Recognition Level	Comprehension Level
First Text	3/*Exploring a Cave*	95.2% **Definite Instructional** (bordering transitional instructional) (99%-95%)	75% **Definite Instructional** (bordering transitional instructional) (89.9%-75.0%)
Second Text	2/*The Baseball Star*	99.1% **Independent** (100%-99.1%)	100% **Independent** (100%-90%)

Estimated Instructional Level: Level 3

The results of the ARI show that Linus independently reads at a level 2, but his instructional level is a 3. During the reading of the level 3 passage, Linus read fluently and with expression. He also would self-correct himself during his reading which shows he is monitoring his reading. He would lose confidence when reaching a harder word for him, which caused him to repeat what he read a few times. From listening to him read, he needs some support to build his confidence while reading. In Linus's responses to the questions, he did well with putting information together and evaluating the passage that was read. His responses showed two areas he could work on, retelling in fact and connecting author and reader. Linus's retelling of the story needed support from the instructor with important details. He would also benefit from instruction on connecting his prior knowledge with the words in the story and figuring out what the author means in a story.

c) **Spelling Inventory**

The *Words Their Way* Elementary Spelling Inventory (Bear, Invernizzi, Templeton, & Johnston, 2016) is a spelling assessment that is given to see what stage of spelling a student is in. There are 25 words in the inventory starting with the easiest then moves to more difficult words. Features of the letter name from alphabetic stage to the derivational relations stage are present in the list of words.
Results

Features	Number Correct	Mastery
Initial/Final Consonants	7/7	Yes
Short Vowels	5/5	Yes
Diagraphs	5/6	Yes
Blends	7/7	Yes
Long Vowels	5/5	Yes
Other Vowels	5/7	No
Inflected Endings	3/5	No
Syllable Junctures	5/5	Yes
Unaccented Final Syllables	4/5	Yes
Harder Suffixes	0/5	No

Bases or Roots	0/5	No
Total Feature Points	46/62	
Total Words Spelled Correctly	15/25	
Spelling Stage	Middle Syllables and Affixes	

Interpretation

        Linus is in the middle of the multiple syllables and affixes stage in spelling. He is very strong with syllable junctures and unaccented final syllables. He could use more support with other vowels (oi, er, ew, ar, ow, or) and inflected endings (pping, ving, ed, ies.) Looking at how he spelled words, I believe he is very close to mastering these stages.

d) **Elementary Reading Attitude Survey**

        The Elementary Reading Attitude Survey (McKenna & Stahl, 2015) provides an idea about students' attitudes toward reading. There are 20 questions that have cartoon images to decide if they are very happy or very upset about the reading question asked. The questions are very brief to give a general idea of the attitudes of the reader.

Results

        According to the results, Linus's full-scale raw score is 51.5 which means he is right in the middle between positive and negative emotions toward reading. It seems he has an indifferent attitude toward reading. In regards to recreational reading, he was at the midpoint between very happy and very upset, which can be interpreted as Linus being indifferent about reading for fun. He reacted very positively to reading new and different kinds of books, as well as receiving a book as a present. Linus was not thrilled to read during vacation nor spending free time reading. Linus's results also showed he was indifferent about academic reading too. Positive emotions were elicited when he was asked if he liked learning from books, using a dictionary, and when he gets to read in class. Linus said he gets nervous when teachers ask him questions about what he reads. He does not like reading aloud in class nor taking reading tests, at all.

Interpretations

        From the results, Linus is very neutral about reading. There are aspects he loves, but there also some he does not like. He likes books and enjoys them, but he is not going to choose to read during free time at home. He would much rather

play than read. Linus seems to regard reading as more of an academic goal than recreational. He does not like explaining what he learns from reading. Linus responded adversely to any questions that required him to tell a teacher about what he read or take a test in reading.

e) **Reading Awareness Assessment**

The Index of Reading Awareness assessment (McKenna & Stahl, 2015) is a multiple choice survey that asks students their habits while they read. It has four subtests with 5 questions in each. The four subtests cover evaluation, planning, regulation, and conditional knowledge of/during reading. A score is calculated for each of these areas addressed in the subtests. There is not a total score for the assessment. Each question is worth 0, 1 or 2 points with the scale of 8-10 meaning support not necessary, 6-7 meaning some instructional support needed, and 0-5 meaning a definite need for support.

Results

Subtest	Score	Interpretation
Evaluation	9	No support necessary
Planning	6	Some support needed
Regulation	7	Some support needed
Conditional Knowledge	6	Some support needed

Interpretation

According to the results, Linus does not need support in evaluating reading, he knows that good readers understand what they read. Areas where he needs support are planning, regulation, and conditional knowledge. The assessment shows Linus needs to continue to work on planning before he reads, like thinking about why he is reading and what is most important for him to read. In regulation, his instructional need is figuring out what he should do when he comes to unfamiliar words. Conditional knowledge focuses on how to read for different settings and strategies to help with remembering what was read. According to Linus's answers, some areas to be supported are ways to help him remember what he read and what strategies will help him when he is not understanding.

3. **Summary of Results and Reader Profile**

      Linus reads with expression and monitors how he reads as he regularly self-corrects himself as needed. He puts forth a lot of effort as he reads and he tries to answer every comprehension question in the best manner. Linus needs support in metacognitive strategies to help him comprehend what he is reading. He will also benefit from instruction that focuses on connecting prior knowledge with the text. During the assessments and from his responses, Linus is not confident in his abilities in reading. He would second-guess his answers and change his mind quickly when he feared he was wrong. A focus of any instructional support for Linus should be to build his confidence in reading and answering questions about what he reads.

4. **Recommendations for Instruction**

      After interpreting the data, Linus would benefit from the following recommendations. Linus should start with a book that he is interested in with scaffolded reading. Once he starts using metacognitive skills to help comprehend, Linus should start reading different books that range in topics to build his confidence and prior knowledge. Linus also would benefit from practice in retelling stories and instruction focused on his areas for growth in spelling.

Scaffolded Reading
      Scaffolded reading focuses on instructors using texts that a student could not read independently (instructional level) and teach them the strategies and skills they should use while reading. This can be taught one-on-one or in a small group setting. Starting with a book about sports, the instructor could break the book or passage into sections. The first divided up part should be the teacher's chance to model how we metacognitively read to show students what they should be doing as they read. The instructor would read-aloud her part of the text and talk through what she is doing. As she reads, the teacher will point out she is taking note of connections to the text, pausing to make sure she understands, using context clues to figure out tricky words, and any other strategies the teacher sees fit to model. Once she models her text, the group will then work through the next section together, discussing the strategies to use as they read. Then, the remaining sections will be completed independently by students with the instructor listening in sometimes and giving necessary feedback. After the text is read, the instructor will ask questions about what they read and probe students to give evidence for their answers. This releasing of responsibility should continue with books of many

topics and increased levels as Linus (and other students, if in a small group setting) shows mastery.

Wide Range of Books

Linus should begin to read books that branch off from sports but interest him. He has been used to reading mostly sports books, so as he has to read texts on different topics, he has minimal prior knowledge and he loses confidence in his reading. It was noted that there was a significant difference in how he read about baseball to a story about a cave. A good start to build his confidence would be a book series that is not about sports, but still something he has an interest in. A book series would build confidence by allowing him to follow characters through books and him using the text elements and structure to help him read. If he is interested in the topic, he will be more motivated to read and continue to read the series.

Retellings

Throughout the assessments, it was noticed that Linus would skip over details in a story. He needs more support in retelling and understanding the story. There are many ways to support retelling, but for Linus's benefit, retelling in his own words would be beneficial. Linus would have to make sense of the text in order to write a summary of the text himself. Modeling would be the first step as an instructor to show Linus how a mature reader reads a text and retells in their own word. The instructor would explain what he is doing as he reads and how he applies that to recap the text. This method should start with passages of a text, then chapters, and then books so he could get practice retelling different lengths of text. Confidence was an area of focus for Linus, so the more he practices retelling and using his own words, the more comfortable he will be with retelling. Practice does not make perfect, but it can make you better.

Explicit instruction in spelling stage

Since Linus is in the middle syllable and affixes stage, explicit instruction that focuses on his areas for growth would be beneficial. Once students reach the intermediate grades, spelling instruction takes a turn and does not focus on common spelling features. To support Linus, there should be instruction on the structure of spelling and the combination of the spelling elements. These words should also be studied in a meaningful context that gives exposure to how the words are used. Instruction would work well in a small group of others who need support in this area. Specific instruction should be given,

at least to Linus, on inflected endings and other vowels. Seeing these words in a story or other meaningful context will help him. An in-depth study of many words with other vowels and inflected endings would help Linus connect how these features work in words.

References

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction.* Boston, MA: Pearson.

McKenna, M.C., & Stahl, K.A.D. (2015). *Assessment for reading instruction* (3rd edition). Guilford: New York.

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