Case Study: Michael   **FALL SEMESTER**

1. Michael is a twelve-year-old, 5th-grade student at SOMEPLACE elementary in SOMEPLACE ISD.

2. Michael is identified as an English language learner and is placed in a content-based ESL classroom.

3. LPAC records indicate that Michael is limited-to-fluent in English (CALP 3-4) and negligible in Spanish (CALP 1). The LPAC requested updated formal oral language assessment within the last calendar year (Spring 2014) due to his ongoing academic concerns. Results showed that his English proficiency was significantly higher than his Spanish proficiency.

4. As Michael has only received English instruction and has negligible proficiency in Spanish, formal assessment of academic skill areas was completed in English.

5. TELPAS results:

   Composite: Intermediate   Listening: Advanced High   Speaking: Advanced High

   Reading: Intermediate   Writing: Beginning

6. Michael lives with his mother, grandmother, and two siblings. Michael's mother speaks English and Spanish, and his siblings speak English. Michael's grandmother speaks Spanish. Michael indicates he is most comfortable speaking in English and "only speaks a little Spanish with his grandmother." No family history of learning problems is noted.

7. Michael's school is a Title I campus, and he qualifies for free and reduced lunch.

8. Michael previously attended school for kindergarten, 1st, and 2nd grades in Missouri, where he was also placed in an ESL classroom.

9. Michael was retained in the 3rd grade at SOMEPLACE elementary when he did not pass the state standardized assessment in reading.

10. Michael has never passed state assessments in either reading or writing. He did pass the math assessment in 4th grade.

11. Michael is currently passing his classes but with marginal (70s) grades in reading/ language arts. His teacher notes that she is accommodating his assignments with extra time and the opportunity to retake tests.

12. Michael's teacher notes that he is very well-behaved and that he works hard, but he struggles to keep up with assignments. No behavior concerns at home are noted by the parent.

13. During the testing sessions, Michael was polite and cooperative. He persisted on tasks that were clearly difficult for him and did not complain or attempt to avoid challenging items.

14. Current reading benchmarks place him in the bottom 25% of his grade level. Approximately 30% of Michael's classmates are also classified as English language learners. His performance is lower than all ELL peers in his class.

15. Individually administered oral reading fluency measures (DIBELS Next) show that his accuracy is <80%. His rate is 57 wcpm. DIBELS Next benchmark goals for rate are 130+ wcpm (EOY-5th grade). Michael's DIBELS (DAZE-comprehension) score was 14, which is below benchmark. His prosody is observed to be poor, with multiple hesitations and self-corrects noted. Informal assessment indicates that he has 100% accuracy with letter-sound knowledge.

16. Michael has a history of good attendance, and only one disciplinary incident is noted in the past.

17. School records from May 2014 indicate that Michael's vision is not within normal limits, but he wears glasses consistently. His vision is within normal limits when corrected. Michael's hearing is within normal limits. No significant history of physical or medical concerns are noted by his mother.

18. Michael's school does not have a consistent intervention process in place although he does participate in software-based reading intervention (Istation) two times per week for 30 minutes each session. Diagnostic reports from Istation appear to corroborate DIBELS reports (<80% accuracy and approximately 60 wcpm rate) and indicate that he is well below benchmark levels in all reading skill areas including decoding, fluency, comprehension.

19. Classroom spelling samples show evidence of poor phonics development and poor retention of common spelling patterns (orthographic memory). Poor retention of sight words is also noted by teachers. Michael's handwriting shows spacing and letter formation deficits and is occasionally illegible.

20. Michael's classroom teachers in 3rd, 4th, and 5th grades have all noted the provision of in-classroom, one-on-one support for reading and writing, as well as accommodations for assignments. Teachers do note that Michael performs much better on math word problems when they read the questions to him.

LPAC Testing (Spring 2014)

All scores indicated are Standard Scores with a Mean of 100 and Standard Deviation of 15. Scores of 90-110 are within the average range of performance.

Woodcock-Munoz Language Survey-Revised
English
Oral Expression- 88
Listening Comprehension- 95
Extended Oral Language- 89
(Picture) Vocabulary- 76

Woodcock-Munoz Language Survey-Revised
Spanish
Oral Expression-42
Listening Comprehension- 35
Extended Oral Language- 31
(Picture)Vocabulary- 51

Standardized Testing (Fall 2014)

All scores indicated are Standard Scores with a Mean of 100 and Standard Deviation of 15. Scores of 90-110 are within the average range of performance.

Phonological Awareness (CTOPP)= 81   Rapid Naming Facility (CTOPP)= 77

Phonological Memory (CTOPP)= 75   Letter Word ID (WJ-III)= 72

Passage Comprehension (WJ-III)=82   Word Attack (WJ-III)= 67

Reading Fluency (WJ-III)= 57   Spelling (WJ-III)= 71

Listening Comprehension (WJ-III)=92   (Academic) Picture Vocabulary-78

Oral Expression (WJ-III)= 85

Oral Language (Extended-WJ-III)= 87