

Connie Lindsey
ED 6308
December 2005

Diagnostic Report

Name of Student: Creig

Age: 16

Date of Birth: 04/28/89

Grade: Junior

School: Brownwood High School

Date of Testing: October 2005

I. Previous Educational History

Creig has attended BISD schools since kindergarten. His K-2 reports contained S's, but beginning in third grade, Creig's grades in reading and language arts fluctuated from high 60's to low 80's. He attended the extended year program the summer after his sixth grade year and received a 96 in reading and 87 in math. A fourth grade writing sample in his cumulative folder reveals problems with spelling and fluency. His narrative of a trip to Hurricane Harbor is list-like, made up of short, choppy sentences.

Creig earned Academic Recognition on his third grade TAAS Reading Test, missing only one question. The next year, however, he mastered only three of the six reading objectives and scored a two on his composition.

Creig only has 9.5 high school credits and should have at least 13 credits. His English 1 and English 2 averages were 70 for the year, and he has failed Spanish I, World Geography, Algebra I and geometry.

II. Health Record

No health records were present in Creig's cumulative folder, but he is rarely absent and appears to be in excellent health.

III. General Observations

Creig seemed apprehensive when I first approached him about extra help this semester but willing agreed when I offered him extra credit for his time. He broke several appointments for testing and stayed only 10-15 minutes several other times that we had agreed on 45 minutes. He has a problem with motivation by his own admission (He finished one of his five "I am..." statements on his interest survey at the beginning of the year with the word *lazy*). Creig has trouble staying focused on his work and keeping a

steady pace. He will stare for moments at a time and then rush to answer several questions.

IV. Tests Administered and Results

A. San Diego Quick Assessment or Graded Word List (GWL)

Independent Reading Level: Grade 4

Instructional Reading Level: Grade 6

Frustration Reading Level: Grade 7

B. Eckwall/Shanker Reading Inventory Tests

	<i>Oral</i>	<i>Silent</i>
Independent Reading Level	Grade <u>4</u>	Grade <u>7</u>
Instructional Reading Level	Grade <u>5</u>	Grade _____
Frustration Reading Level	Grade <u>6</u>	Grade <u>8</u>

C. Stanford Diagnostic Reading Test: Story Retelling (Written)

Story Structure Analysis:

- adequate performance retelling basic story elements.
- no reference to theme.
- adequate introduction and sequencing.

Reading Process Analysis:

- no inferences or critical analysis of the story were made.
- marginal summarization and generalizations made.
- marginal use of relevant prior knowledge and attention to audience.

E. Stanford Diagnostic Reading Test: Reading Strategies Survey

Score 8/14 = 57% correct

Chose *no* for the following descriptors:

- I look over headings before reading a textbook.
- I look at pictures, charts and graphs before reading in a textbook.
- I count on the first sentence of a paragraph to mainly tell me what the paragraph is about.
- I ask myself what the main idea is after reading a section in the textbook.
- After finishing a story, I think how it is like other stories I've read.
- Sometimes I make a map, chart or list to help me understand what I've read.

F. Stanford Diagnostic Reading Test: Reading Questionnaire

Score 20/44 = 45%

Descriptors: "probably have not developed useful reading habits and like to have an undesirable attitude toward reading."

“A lack of positive reading habits, prior knowledge and experiences, interest in reading may contribute to low Reading Comprehension scores.”

G. Stanford Diagnostic Reading Test: Vocabulary

Score 14/30 correct = 52%

H. Criterion Referenced Test—TAKS

Reading, Grade 9 February 2004 Met Standard

- Basic Understanding 3/9 correct.
- Literary Elements and Techniques 9/15 correct.
- Analysis and Evaluation 8/18 correct.

English Language Arts, Grade 10 February 2005 Met Standard

- Basic Understanding 4/8 correct.
- Literary Elements and Techniques 6/8 correct.
- Short Answer Rating (Literary Selection) 2/3
- Analysis and Evaluation 7/12 correct.
- Short Answer Rating (Expository Selection) 1/3
- Short Answer Rating (Connecting Selections) 1/3
- Revising and Editing 17/20 correct.
- Written Composition Rating 2/4.

V. Analysis

Because of his problems focusing and working at a steady pace, it is difficult to determine how much of Creig’s comprehension problems with silent reading is due to hurrying through the questions and/or not reading the selection carefully. It is curious that Creig misses more basic understanding questions than critical thinking on several TAKS tests.

A. Fluency

When Creig reads aloud, he reads very quietly, pausing for 10-15 seconds to figure out some words, while guessing quickly at other words. He becomes uncomfortable and blushes if asked to read aloud in front of his classmates.

Fluency problems appear in Creig’s writing also. Although his thoughts are usually logical, he uses short, choppy sentences that lack transitions.

B. Vocabulary/Context Clues

Creig missed several basic words like *concept*, *thriving* and *concealed*. However, he knew the meaning of the words *gist* and *indomitable*, and that a bureau is like an agency. In spite of the fact that he missed 16 of the 30 words, he seemed very confident when he finished and told me that he has a good vocabulary because his mom and aunt “like to use a lot of big words.”

C. Comprehension

Although Creig misses many basic comprehension questions, he still manages to perform about average for his group on critical thinking questions. His answers on the reading strategies test indicate that he never uses prior knowledge, but when questioning him orally, it is obvious that he does associate things he knows with questions about something he has just read.

VI. Summary and Recommendations

Creig appears to have gaps in his reading and writing skills that prevent him from achieving to his potential. He lacks confidence in his ability and copes in class many times by getting off task, talking to classmates or just zoning out instead of working. He lacks stamina and discipline to read anything he perceives as boring or hard. In his writing, Creig appears to compensate for his spelling problems by writing so small that it is almost impossible to read. Words that are misspelled are sometimes lighter and smaller than other words.

The following specific approaches are recommended:

- Oral reading practice without other students around.
- Instruction in organizational patterns authors use in fiction and poetry.
- Instruction in pre-reading strategies for reading textbooks.
- Instruction in reading strategies such as active reading and concept mapping.
- Instruction in spelling concepts.
- Frequent practice reading short articles of interest from magazines and newspapers.
- Oral discussion of ideas in articles he reads, especially practice elaborating a point fully.
- Frequent affirmation of success in connecting ideas and critical thinking.