

CASE STUDY Student 1

Kendra Thompson

Liberty University, School of Education

PART 1:

PRE-ASSESSMENT

Teacher Referral Form

TEACHER REFERRAL FORM

Student: Canon M Grade: 7 Teacher: Argenbright

Reason for referral: did not pass benchmark

Please check any items in which the student has difficulty:

✓ Moderate

✓✓ Severe

☒ Sight word recognition

☐ Phonetic analysis

☒ Comprehension skills

☐ Study skills

☒ Oral reading

☐ Silent reading

☒ Hyperactivity

☒ Day dreaming

☒ Distractibility

☐ Explosive behavior

☐ Withdrawal

☐ Relationships with peers

☐ Arithmetic

☒ Spelling

☐ Handwriting

☐ Speech

☐ Large muscle coordination

☐ Following directions

☐ Meticulous

☐ Frequent crying

☐ Erratic effort

☐ Demanding attention

☐ Uncontrolled behavior

☐ Stubbornness

Comments: Canon struggles to complete assignments where he needs to read grade level text.

Date: _____

Signature: _____

Melanie Argenbright

Interest Inventory Form:

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INTEREST INVENTORY, FORM B

[Choose Form A or Form B. The administrator may read aloud and write the answers]

Direction: Complete the following sentences to express how you really feel. There are no right answers or wrong answers. Put down what first comes into your mind. Work as quickly as you can.

Name Canon Grade 7 Date 2/5/26

1. Today, I feel Good
2. When I have to read, I don't like it
3. I get angry when I read
4. To be grown up Idk play video games
5. My idea of a good time Idk
6. I wish my parents knew Idk
7. School is Boring and Stupid
8. I can't understand why Idk
9. I feel bad when Idk
10. I wish teachers are fun
11. I wish my mother Idk
12. Going to college is Goals
13. To me, books a Dumb
14. People think I Idk
15. I like to read about Sports
16. On weekends, I hangout with friends
17. I don't know how Idk
18. To me, homework is Dumb
19. I hope I'll never go to Jail
20. I wish people wouldn't Idk
21. When I finish high school College - Sports
22. I'm afraid Shark
23. Comic books good
24. When I take my report card home good

Dictated Writing Sample:

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Dictated Writing Sample

Dictate one paragraph at a level appropriate for the student. Include both the writing sample and the analysis.

[For example one paragraph from *Basic Reading Inventory*.]

Name Canon M. Hand: R ☒ L ☐

Problems:

☒ Alignment
☒ Spacing
☒ Margins
☒ Letter formation

☐ Pencil grip
☐ Posture
☒ Speed (~~Fast~~ Slow)
☐ Reversals/transpositions

Errors:

☒ Capitals
☒ Words omitted
☐ Spelling

☒ Punctuation
☐ Words substituted

_____	_____
_____	_____
_____	_____

Observation Checklist:

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OBSERVATION CHECKLIST: READING BEHAVIOR

Name Canon M. Grade 1 Teacher Argentbright Semester 3

Direction: Tally significant observations day by day. Space at bottom of each section can be used for noting specific errors, interpretations, general impressions, evidence of progress, and recommendations.

Oral Reading and Group Instruction PeriodsWord Recognition Skills

- ☒ Basic sight vocabulary
- ☒ Tries to sound words
- ☒ Tries to pronounce by syllables
- ☒ Tries to analyze structure
- ☒ Substitutes another word
- ☒ Makes wild guesses
- ☒ Reverses letters
- ☒ Reverses words
- ☒ Reverses phrases
- ☒ Uses context clues

Comprehension

- ☒ Answers factual questions correctly
- ☒ Gives main ideas
- ☒ Tells whole story accurately
- ☒ Draws conclusions
- ☒ Makes generalizations
- ☒ Follows directions
- ☒ Gives sensible reasons on thought questions
- ☒ Gives fantastic, irrelevant reasons on thought questions
- ☒ Relates reading to experience
- ☒ Expression in reading

Peer Relationships

- ☒ Gets along well with girls
- ☒ Gets along well with boys
- ☒ Respects others
- ☒ Disturbs others
- ☒ Works alone only
- ☒ Works well with one other child
- ☒ Uses index
- ☒ Uses table of contents
- ☒ Uses dictionary
- ☒ Uses maps
- ☒ Uses diagrams
- ☒ Uses encyclopedia

Insights for oral reading

He wants to do well and tries hard.

Silent Reading (Free-choice Reading or Library Time)Location of Material

- ☒ Finds suitable book quickly
- ☒ Follows suggestions of other children
- ☒ Has teacher help
- ☒ Selects too advanced books
- ☒ Takes useful notes
- ☒ Uses table of contents
- ☒ Unable to find any book of interest to him

Interests

- ☒ Animals
- ☒ Sports
- ☒ History
- ☒ Music

Attitude Toward Reading

- ☒ Engrossed in book
- ☒ Enjoyment evident
- ☒ Independent
- ☒ Dependent upon others
- ☒ Uninterested, resists or avoids reading
- ☒ Easily distracted
- ☒ Other

Reading Level

- ☒ Primer
- ☒ First
- ☒ Second
- ☒ Third
- ☒ Fourth
- ☒ Fifth
- ☒ Sixth
- ☒ Seventh
- ☒ Other

Physical Factors

- ☒ Holds book up
- ☒ Holds book close to face
- ☒ Lip movements
- ☒ Squints
- ☒ Blinks eyes
- ☒ Eyes red or watery
- ☒ Complains of dizziness
- ☒ Bends over book
- ☒ Fatigue posture

Insights for silent reading

Listening To Story Read AloudInterest

- ☒ Listens attentively
- ☒ Listens part of the time
- ☒ Easily distracted
- ☒ Restless and preoccupied

- ☒ Evident appreciation of story-talks about it
- ☒ Asks related questions
- ☒ Responds to humor and excitement

- ☒ Tells main ideas
- ☒ Tells whole story accurately
- ☒ Relates ideas to own experiences

Insights for listening

Depending on book, he wants to do well and tries hard.

Pre-Test: IRI Summary Sheet:

PRE-TEST: BASIC READING INVENTORY PERFORMANCE BOOKLET
Jerry L. Johns, Ph.D.

Student Canon M Grade 7 Sex: (M) F Date of Test _____
 School Shelburne mid Examiner KThomp Date of Birth _____ Age _____

SUMMARY OF STUDENT'S READING PERFORMANCE										
Grade	Word Recognition						Comprehension			
	Isolation (Word Lists)				Context (Passages)		Oral Reading Form A		Silent Reading Form D	
	Sight	Analysis	Total	Level	Miscues	Level	Questions Missed	Level	Questions Missed	Level
PP										
P										
1										
2										
3										
4										
5										
6	10				2		9			
7										
8										
9										
10										
11										
12										

ESTIMATE OF READING LEVELS

Independent 5 Instructional 6 Frustration 7

LISTENING LEVEL			GENERAL OBSERVATIONS
Grade	Form _____ Questions Missed	Level	
PP			
P			
1			
2			
3			
4			
5			
6			
7			
8			

ESTIMATED LEVEL: _____

INFORMAL MISCUE ANALYSIS SUMMARY						
Types Of Miscues	Frequency of Occurrence			General Impact of Miscues on Meaning		
	Seldom	Sometimes	Frequently	No Change	Little Change	Much Change
Substitutions						
Insertions	✓	✓			✓	
Omissions		✓		✓		
Reversals	✓				✓	
Repetitions	✓			✓		

Pre-Assessment Summary:

The purpose of each assessment instrument is to assess where the student is as far as a reading level. The information collected helps the reading specialist identify where to start with intervention and what reading level to instruct the student. By using the word list, it is easier to identify where to start the student on the leveled reading passages. Looking at the words missed on the word list and the errors made in the leveled reading passages, it is easier to identify the difficulties the student may be having. The comprehension assessment helps to see what the student is retaining after reading and if that is also an area of concern.

The easiest assessment is the word list option because students just read through the words and you can quickly calculate where to start the student on the leveled readers. The most difficult assessment to administer and score was the leveled reading passages and the comprehension questions because you have to follow along as the student reads and then deciding if the answer to the comprehension questions are good enough to pass a correct answer.

The instrument that worked best with the student was the word lists because they were not overwhelmed by the directions. They did not see the word list and shut down because they knew they would be finished fast. The most difficult assessment to do with the student was the writing assessments because when the student could not spell something, the student would shut down and complain about writing.

I felt all of the instruments of assessments provide useful information. The word list helped to see which reading passage to start with, the reading passage leads to the comprehension assessment. The writing of the passage helps to see how students use spelling in context and how to instruct them with spelling and writing as well as reading. For this student, he seems to be working just below the instructional level but needs more intensive instruction on comprehension strategies.

PART 2:

TEACHER COLLABORATION

Date of Collaboration: Friday, February 6th

Names of Teachers: Argenbright, Turner, Thompson

Teacher Collaboration Summary:

The teachers provided feedback on their concerns they have noticed when working with the student. Ms. Argenbright works with Canon in the general education classroom and has had some concerns. Ms. Argenbright has noted that Canon is easily distracted but willing to do the work. He often seems to be doing his assignments, but has difficulty retaining information or recalling what he just read.

The feedback from this meeting and the data that has been collected through various assessments all year and the intervention data taken for this case study will allow me to plan useful intervention instruction for Canon and help me to guide Ms. Argenbright with her instruction and differentiation for Canon in the general education classroom.

When meeting, we collaborated with each other on using different digital and print materials in the general education classroom when assignments are assigned, so that Canon can work alongside his peers in a way that he can retain the information and not be easily distracted. I will work to develop more structured scaffolding for Canon when working with reading and writing materials to help him retain information in class. This will include both digital and print resources for him as an accommodation for working in the general education classroom. I will be responsible for his tier 2 intervention instruction during homeroom time, working on his reading goals and comprehension skills.

PART 3:

INSTRUCTION

Lesson Plan #1 *(Note: Other lesson plan templates may be substituted)*

Objective:	Model fluent reading
Activities:	• Teacher reads the text aloud, demonstrating phrasing and expression. • Discuss what makes fluent reading sound natural (appropriate pauses, expression).
Results:	Student can hear the difference in fluent and non-fluent reading.
Rationale:	Modeling fluent reading gives struggling readers an exemplar and helps them internalize phrasing and pacing, key components of fluency that support comprehension. (Reading Rockets)

Lesson Plan #2 *(Note: Other lesson plan templates may be substituted)*

Objective:	Improve accuracy and rate through repeated reading
Activities:	• Re-read the Day 1 passage or a different short text 2–3 times. • Chart WCPM (words correct per minute) across readings. • Pair reading practice with teacher or partner.
Results:	Student does better with each reading.
Rationale:	Repeated oral reading with guided feedback builds automaticity and prosody, both crucial for comprehension. (Reading Rockets)

Lesson Plan #3 *(Note: Other lesson plan templates may be substituted)*

Objective:	Build expression and pacing using supported reading.
Activities:	• Teacher and group echo read lines or sentences. • Follow with choral reading (group reads together). • Discuss difficult vocabulary before reading.
Results:	Student gets practice using fluency skills and hearing other readers.
Rationale:	Echo and choral reading allow students to practice fluent reading rhythm with the support of a fluent model. (Reading Rockets)

Lesson Plan #4 *(Note: Other lesson plan templates may be substituted)*

Objective:	Enhance comprehension via vocabulary development.
Activities:	• Pre-teach key vocabulary from today's reading text using student-friendly definitions, synonyms, and context.

	• Group discussion of word meanings and examples. • Read text and apply new vocabulary.
Results:	Student shows improved comprehension skills with newly learned vocabulary practice.
Rationale:	Strong vocabulary knowledge supports comprehension and contributes to smoother reading. (Reading Rockets)

Lesson Plan #5 *(Note: Other lesson plan templates may be substituted)*

Objective:	Practice active comprehension strategies
Activities:	• Before reading, make predictions based on title, headings, or images. • After reading, write or discuss a summary of the text.
Results:	Student shares reasonable predictions and using writing to correctly summarize the text. We did discuss how to improve on summarizing by adding more details.
Rationale:	Prediction and summarization help students monitor meaning and organize text information. (Reading Rockets)

Lesson Plan #6 *(Note: Other lesson plan templates may be substituted)*

Objective:	Increase fluency and understanding.
Activities:	• Repeated reading of a passage. • After reading, answer literal and inferential questions (who, what, why).
Results:	Student was able to answer the questions and we worked on finding evidence in the text.
Rationale:	Combining repeated reading with comprehension check strengthens both fluency and meaning construction. (Reading Rockets)

Lesson Plan #7 *(Note: Other lesson plan templates may be substituted)*

Objective:	Build fluency and critical thinking.
Activities:	• Students read in pairs, alternating paragraphs. • Partners ask each other comprehension questions after reading.
Results:	Student worked well with others and got to practice comprehension skills with a peer.
Rationale:	Partner reading encourages students to read with a purpose and communicate understanding, building fluency and comprehension collaboratively. (Reading Rockets)

Lesson Plan #8 *(Note: Other lesson plan templates may be substituted)*

Objective:	Foster metacognitive comprehension strategies.
Activities:	• Practice one or two reciprocal teaching strategies (e.g., clarifying unclear parts, asking questions). • Small-group dialogue about text meaning.
Results:	Student did a good job of contributing to the small group discussion about the text meaning.
Rationale:	Reciprocal teaching engages students in thinking about what they read and deepens comprehension.

Lesson Plan #9 *(Note: Other lesson plan templates may be substituted)*

Objective:	Combine fluency practice with comprehension application.
Activities:	• Timed reading + partner discussion. • Students write a “main idea + three details” summary from text.
Results:	The student was able to see his improvements with fluency and working with a partner was able to help summarize the text.
Rationale:	Integrating fluency and comprehension in one session reflects authentic reading tasks. (Reading Rockets)

Lesson Plan #10 *(Note: Other lesson plan templates may be substituted)*

Objective:	Re-assess fluency growth and reflect on comprehension strategies.
Activities:	• Administer the same fluency measure as Day 1. • Student self-reflection: Which strategies helped most? How did comprehension improve?
Results:	The student liked to progress monitor and see his growth.
Rationale:	Progress monitoring verifies growth and encourages student ownership of strategy use. (Reading Rockets)

Summary of Instruction:

Instruction was based on the pre-assessment data and focused on comprehension and fluency practice. Each day focused on a skill that the case study student needed to practice. Each lesson had a objective that the student and I went over so they would also know the expected outcome and the reason we were practicing this skill. The strategies were research-based practices that aligned with addressing the need for fluency and comprehension skills. I used a lot of resources from the Reading Rockets site because they are research based and I have used them with successful outcomes before. The digital and print resources used were primarily from the Reading Rockets website as well as the UFLI website and our schools STAR! program that I have access to.

Reflection of Instruction:

The strategies that were most effective while working with this student were the modeling of reading, reading with peers, and timed readings. This student is very competitive and driven by peers. Letting him work like this and modeling it for him helped him to better understand how it should sound and how he should use skills to retell stories. A difficulty was retelling. This student struggles with retelling and he does not like to write because of spelling difficulties. This was difficult to get him to try these strategies because he was not as driven or focused. He gets easily frustrated when he feels he is not doing well and will shut down. I did not think he would like reading with his peers as much as he did so that was an unexpected surprise. Moving forward, I will have this student working on more comprehension strategies and having him go back into the text to highlight his evidence for his answers. He tends to want to rush to just get to the answer but I want him to understand the importance of proving his answers with evidence within the text. Having the student track his reading fluency and comprehension was a good strategy that worked well for him so that he could see he was making daily progress. Overall, the experience was successful and I also feel the student has a better understanding of what comprehension means. He can now understand that just listing off an answer is not comprehension.

PART 4:

POST-ASSESSMENT

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PRE-TEST: BASIC READING INVENTORY PERFORMANCE BOOKLET

Jerry L. Johns, Ph.D.

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SUMMARY OF STUDENT'S READING PERFORMANCE										
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PP										
P										
1										
2										
3										
4										
5										
6	14	20			22		19			
7		15			3					
8										
9										
10										
11										
12										
ESTIMATE OF READING LEVELS										
Independent <u>5</u> Instructional <u>6</u> Frustration <u>7</u>										
ESTIMATED LEVEL: <u>6</u> <u>7</u> <u>8</u>										
LISTENING LEVEL				GENERAL OBSERVATIONS						
Grade	Form	Questions Missed	Level							
PP										
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Insertions	✓			✓						
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Repetitions	✓			✓						

Reflection of Post-Assessment:

The pre-assessment scores show that Student 1 was at a 6th grade instructional level with most difficulty being in fluency and comprehension. Post assessment scores show that the student is at a 7th grade instructional level and shows growth in fluency and comprehension by answering 8 out of 10 questions correctly after reading the passage. The instructional intervention had a great impact on the student as the student went up a reading level and is more confident. The student is able to answer simple questions about the passages. Assessment results showed the student needed instruction on how to comprehend text and answer questions. That is what we focused on in the intervention. The results were expected as there were frequent quick checks and check ins throughout the intervention lessons so I knew where he was as far as the goal was concerned. Based on the post-assessment results, the student should continue to be in this tier 2 intervention and continue working on his reading skills and comprehension skills with the goal to catch up to his 7th grade peers and reading level.

PART 5:

**COMMUNICATING ASSESSMENT
RESULTS**

Dates of Assessment Results Meetings: March 3rd, 2026:

Names of Parents, Teachers, and Administrators with whom Assessment Results were Shared: Ms. Maddon, Ms. Argenbright, Dr. Turner, Mrs. Thompson, Ms. Warren

Written Report of Assessment Results

(Include the written form of assessments results)

Canon is a 7th grade student at SMS that is receiving tier 2 instruction 30 minutes a day, 5 days a week. His main goal is to improve his fluency and comprehension skills. After a month of intensive instruction, Canon has shown a grade level worth of improvement in both reading and comprehension. It is my recommendation that Canon continue to receive the same tier 2 instruction for 30 minutes a day, 5 days a week until he is a fall 8th grade reading level to catch him up to his grade level.

Summary of Conferences to Share Assessment Results:

The conference was a quick meeting with the mother and the teachers and administrators listed. The mother knew the goals and what the concerns were going in. She was happy to hear that the instruction intervention was working and that Canon was showing growth. The team agreed that Canon should continue to get the tier 2 instruction. Progress monitoring will continue throughout the year but instructional interventions may be interrupted towards the end of the year with SOL testing schedules. It was suggested that we share resources for the mother to get Canon some summer tutoring or reading enrichment so that he does not have the "summer slide". The mother was open to this suggestion. The team will compile information for the mother and send it home within the next week.

PART 6:

CASE STUDY REPORT

CASE STUDY REPORT

Examiner's name: Kendra Thompson	
Client's name [FIRST NAME ONLY]: Canon	
Client's age: 13	Grade: 7

Directions: Complete each section of the report with detailed responses. Use a minimum of five complete sentences for each section. All writing should be free of errors.

Client background
Canon has attended SCS since pre-kindergarten. He has always needed RTI in reading. His grades fall in the average range category in most classes though he does excell in mathematics. There are no known health or other impairments. Canon's mother agrees that he has had some academic struggles, mostly with reading, since he was in first grade. She states that he does not like to read but would rather play sports. His teacher states that he is a good student and tries hard but it does take some effort to keep him engaged especially if it is a reading assignment.
Test behavior and test results
Canon was annoyed that he had to take the assessments. Luckily, we had already formed a good relationship built on classroom expectations and effort so with a little bit of encouragement, Canon did do the assessments with little fuss. The test results show that Canon does show growth with tier 2 instruction and should continue his intervention.
Summary of instruction
Over a ten-day span, Canon, along with a small group of peers with the same goal, completed lessons that focused on fluency and comprehension. Canon was eager to make progress and worked hard. Some days were more difficult than others but overall he did well. The partner reading and group reading were the most impactful with Canon as he enjoyed working with his friends and reading with them. He also enjoyed watching how his data tracking changed showing progress.
Recommendations
List classroom recommendations based on pre-test and post-test results and instructional experiences. Provide recommendations for all three groups of stakeholders: 1) Classroom teachers and education support personnel; 2) other school specialists, and 3) parents. Moving forward, I recommend that Canon's classroom teachers know that he needs relationships and time. Teachers should offer many opportunities for text to be read aloud and in pairs so that Canon can have ample practice. Using graphic organizers to help Canon organize his thoughts is also a helpful resource for him. For the reading specialists and SPED team that work along side the RTI team, it would be beneficial to continue to data track and include Canon on those meetings so that he can see the progress he is making. For his mother, we will compile a list of resources to be used over the summer to help Canon retain the progress he has made this school year. Mom should also encourage reading for at least 30 minutes a day over the summer.

Summaries and reflections (Copy these from each section of the Case Study Packet. Prompts for each Part are available in the assessment directions)

Part 1: Pre-Assessment

The purpose of each assessment instrument is to assess where the student is as far as a reading level. The information collected helps the reading specialist identify where to start with intervention and what reading level to instruct the student. By using the word list, it is easier to identify where to start the student on the leveled reading passages. Looking at the words missed on the word list and the errors made in the leveled reading passages, it is easier to identify the difficulties the student may be having. The comprehension assessment helps to see what the student is retaining after reading and if that is also an area of concern.

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Part 2: Teacher Collaboration

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Part 5: Communicating Assessment Results

The conference was a quick meeting with the mother and the teachers and administrators listed. The mother knew the goals and what the concerns were going in. She was happy to

hear that the instruction intervention was working and that Canon was showing growth. The team agreed that Canon should continue to get the tier 2 instruction. Progress monitoring will continue throughout the year but instructional interventions may be interrupted towards the end of the year with SOL testing schedules. It was suggested that we share resources for the mother to get Canon some summer tutoring or reading enrichment so that he does not have the “summer slide”. The mother was open to this suggestion. The team will compile information for the mother and send it home within the next week.

Part 6: Case Study Report

The Case Study is complete with pre-assessment data, information from parents, teachers, and the student. There are summaries for each section of the case study. We have an action plan moving forward. All parties involved with Canon’s education have been briefed with the next steps. Canon is excited to continue his reading journey and tracking his progress.