

Case Study Report

Student Name: Julie

Date: 12/01/2011

DOB: 05/29/1995

Age: 16

Gender: Female

School: Middle Carolina High School

Grade: 10th

Teacher: Ms. Katie Stew

Date of Evaluation: 12/01/2011

Examiner: Michael Vasinko

Background Information:

Julie is a recent immigrant to the United States from Ukraine. She arrived in South Carolina a year ago via adoption. Her native language is Russian.

Early school records were unavailable for analysis. She was previously educated in an orphanage/boarding school since the age of 5. At which time she did learn some rudimentary English. Her mother notes, "Although her English abilities have skyrocketed since she arrived in America last November, she still has challenges with constructing correct and complete English sentences in both her speaking and her writing."

Behavioral Observations:

Student was very focused during tutoring sessions. Julie always came prepared and discussions remained on topic throughout. Initially feedback from the student was limited to simple responses. Following the first three sessions Julie became more forthcoming in our verbal dialogue. She struggles with finding the most direct words to express her thoughts. Frequently she would stop mid-sentence to consult her dictionary or seek guidance to select a word that would best fit within the context of the conversation. As tutoring sessions progressed Julie began to engage in open dialogue, questioning my own literature preferences displaying a greater willingness to share her own fondness for reading the works of Nicholas Sparks and the *Twilight* series.

Julie is enrolled in English II, a traditional classroom within the general population of the school. The class size consists of 28 students. When observing her class room behavior during lecture and within a peer-editing group during her English class she does not contribute to the discussions. When asked a question directly she would provide a brief response but not elaborate. She is not disruptive in either situation and during the teacher lead lecture Julie was attentive and took comprehensive notes, alternating both in English and in Russian.

Assessment Instruments and Results:

Julie's English proficiency was measured using the English Language Development Assessment last administered in the Spring of 2011. Her scores are as follows:

| Domain | Score | Proficiency Level |
|----------------------------------------------------------------------------------|-------|-----------------------------------|
| Listening | 706 | Level 3: Intermediate |
| The student can understand standard speech delivered in school or social setting | | |
| Speaking | 914 | Level 5: Full English Proficiency |

| | | |
|---------------------------------------------------------------------------------------------------------------|-----|-------------------------|
| The student can produce fluent and accurate language | | |
| Reading | 523 | Level 1: Pre-Functional |
| The student is beginning to understand simple printed material | | |
| Writing | 633 | Level 3: Intermediate |
| The student can write simple texts and short reports | | |
| Comprehension | | Level 1: Pre-Functional |
| Composite* | | Level 2: Beginning |
| *The reading and writing scores are more heavily weighted due to their greater importance in academic success | | |

| Proficiency Level Scale Score Ranges | | | | | |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Listening | 118 – 555 | 556 – 631 | 632 – 728 | 729 – 849 | 850 - 950 |
| Speaking | 192 – 569 | 570 – 649 | 650 – 746 | 765 – 849 | 850 – 950 |
| Reading | 122 – 544 | 545 – 629 | 630 – 717 | 718 – 849 | 850 – 950 |
| Writing | 93 – 508 | 509 – 630 | 631 – 718 | 719 – 849 | 850 – 950 |

Instruction:

Tutoring sessions were conducted in support of the material being covered in Julies English class. During this time we conducted research for a point-counterpoint paper on a topic selected by the student. Julie selected methods of birth control and content was researched through [Discus](#). To assist in the understanding of the material I introduced Julie to the comprehension strategy of questioning, connecting, clarifying, and summarizing. In order to facilitate this Julie began a journal reading journal to record and reactions to the journal articles and to store the most relevant and useful information.

This methodology was also used, in conjunction with reading aloud and hearing a fluent reader, to aid in comprehension of *To Kill a Mockingbird* by Harper Lee. At the time of this publication Julie has just began to read this book and has only completed the first two chapters. No formal evaluation has taken place to asses her understanding. Prior to beginning tutoring sessions Julie admitted to having had to read a page two or times for comprehension and the conclusion of the first chapter could not confidently state what the significant events were that took place in the story.

Conclusions:

Reading:

Having had the opportunity to assist Julie in her reading of both *To Kill a Mockingbird* and the material researched for her comprehension paper I have observed that she is a very attentive and persistent. She lacks the vocabulary appropriate for the complex terminology of an advanced novel or journal article. She will frequently have to re-read sections several times and often consult a dictionary to decipher the meaning of the text that she has just read. She is functional speaker although not confident. The rudimentary phonic awareness does aid her in reading high frequency words but new vocabulary disrupts any consistent rate of reading.

Conclusions-

- 1) Julie has a developing strength in reading but is functioning below grade level when reading texts and articles written in a scholastic nature.

Written Expression:

Attached is a writing sample provided by Julie, written about a trip that she took to the Capital of Ukraine.

Spelling errors: exited = excited, wether = weather, restorans = restaurants, sad = said, staff = stuff, knew = new(2),

Gramatical errors: "others day's

Sentence structure is simple and unvaried.

Conclusions-

- 1) Relative to other students in her grade Juile is performing below grade level. By comparison she has only been in the American school system for one year. She has admitted that she struggles with vowel sounds and the appropriate uses of the, them, their, there, they're, then, than, that.

Recommendations:

My time with Julie was limited, as I did not have her as a student. She selected a student who would most benefit from these tutor sessions by a joint collaboration between her English teacher, the school's ESOL instructor and I. What follows are my recommendations for Julie's continued literacy improvement.

- 1) That Julie should be paired with a buddy reader. To assist in her phonic development
- 2) Student should be maintaining a reading journal to continue to assist in her reading comprehension and content retention
- 3) Her determination, sincerity, and commitment to improvement need to be continuously rewarded. She is a wonderful student who has relocated from an economically depressed region of Ukraine to an affluent high school in America currently containing 3,200+ students in grades 9-12. As this adjustment cannot be perceived as easy she has constantly worked to improve her English proficiency and is very open to guidance and advice.

Trip to Capital Of Ukraine

Competition is healthy for your mind and body. One of the best competition I ever participated in was when I went to Kiev at the end of May. I won the competition so I had a chance to spend one week in the Capital of Ukraine. I was so excited and happy.

It was in the middle of day when I got to Kiev the weather was so hot. I had my suitcases, but they were so heavy. My first day was not that happy. But other days were awesome. I went to a concert in which I saw popular people such as Rana and Tina Karol. A lot of people were screaming so it was hard for me to listen to the songs. People who own this program took us to different restaurants. I tried so many different foods but their desserts were the best. One day we had a dance party and a boy said to me, "Do you want to go with me to a dance party?" I was not sure if I really wanted to go to this party but I said to him, "Sure. It would be fun!" I was so happy that I went to this party. We danced and laughed a lot. Everybody was so nice so it gave me a chance to meet more people. This program gave me a chance to learn about a lot of stuff such as the history of Ukraine and the Capital of Ukraine. I was so sad that day when we were leaving because this program gave me new friends and a good time.

It was the best trip in my life. I had a lot of fun. I met new people and I learned a lot about my country. I'm so glad that I won this competition and that this competition gave me a chance to learn something new and meet good friends