

Student Case Study – Juliette

The multidisciplinary team recently met to review their students' fall universal screening data. They identified students whose universal screening data were well below the benchmark, and Juliette is one of those students.

Juliette is an 8th-grade student retained in 3rd Grade because of reading difficulties. Her universal screening measure, focusing primarily on reading comprehension, is well below the benchmark. In addition, Juliette has consistently performed below basic on all state assessments since 3rd Grade. Since the universal screening data and state test data are focused on reading comprehension, the team plans to administer additional assessments to determine Juliette's reader profile and plan for interventions. They administered the following assessments:

Oral Reading Fluency

Assessment	Score
Oral Reading Fluency (8 th Grade)	well below benchmark in WCPM, accuracy, and the retell
Oral Reading Fluency (7 th Grade)	well below benchmark in WCPM, accuracy, and the retell
Oral Reading Fluency (6 th Grade)	well below benchmark in WCPM, accuracy, and the retell
Oral Reading Fluency (5 th Grade)	well below benchmark in WCPM, accuracy, and the retell
Oral Reading Fluency (4 th Grade)	well below benchmark in WCPM, accuracy, and the retell
Oral Reading Fluency (3 rd Grade)	well below benchmark in WCPM, accuracy, and the retell
Oral Reading Fluency (2 nd Grade)	well below benchmark in WCPM, accuracy, and the retell
Oral Reading Fluency (1 st Grade)	below benchmark in WCPM, accuracy, and the retell

Decoding Survey

Skill	Score
Alphabet Skills and Letter Sounds	26/26
Short Vowels in CVC words	10/15
Consonant blends with short vowels	10/15
Short vowels, digraphs, and -tch trigraph	8/15
R-controlled vowels	6/15
Long vowel spellings	5/15
Variant Vowels	5/15
Low-frequency vowel and consonant spellings	3/15
Multisyllabic words	5/24
High-Frequency Words	20/36

When texts are read aloud, Juliette can answer literal questions and some inferential questions but struggles with using evidence from the text. Her understanding of the vocabulary in grade-level passages is minimal, and she does not use academic language in speaking or writing. Her writing samples also show a lot of spelling errors and simple sentence structure. Juliette's teachers tend to give her lower-level texts to read in class. These texts are about the content but use simpler sentences and vocabulary. She has an intervention time in her day to work on homework and classwork. Attendance is becoming an issue.

The team will analyze why Juliette is unsuccessful and plan interventions. Imagine you are part of that team. How would you answer the questions below?

- What is Juliette's reader profile?
- What are some possible reasons why Juliette may be scoring below the benchmark on Oral Reading Fluency measures?
- According to the Decoding Survey, what underlying skill deficits does she have?
- Where should Juliette's interventions begin?
- What additional data must we collect to answer the questions above and plan for interventions?