

Goal for the case study assessment

Education



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According to the beginning writers continuum rubric Chris is developing his writing and he is in his initial stages. He was able to score a three or above on various ideas measured fluency, conversions and presentations. However, he faced challenges in organizing his words and the choice of words that he made, due to lack of vocabulary and the skills in phonics. Thus, the goal of working with Chris is increased comprehension in reading and the expository structure of text in the cause of retelling. Chris will also work on identification of words targeting his fluency and the automacity while at the same time trying to strengthen the phonics that he had not yet mastered. Some of the interventions undertaken include teaching directly to him and practicing with long patterns of vowels and having Chris to read short passages loudly daily to work on his fluency.

Goal: Given a level 2 expository text, Chris would be in a position to read fluently at an 80WPM rate with a total accuracy of 90% to 93% on two out of the three tries measured by the QRI-5 by the time the year ends.

Objective: when Chris was given a level 2 list of words, by the time the year ends, Chris will identify 70% automatically or identify 90% words correctly as measured by QRI-5.

Goal: Given an expository prompt of writing, Chris will comfortably move up[from level to three and above on proper organization by using proper structure of text to help in answering the writing prompt measured by beginners writing continuum rubric.

Objective: when writing his expository paper, Chris will use various graphic organizers as a pre-writing organizer to identify correctly the prompt's text structure 2 out of the three consecutive opportunities (Brown-Chidsey & <https://assignbuster.com/goal-for-the-case-study-assessment/>

Andren, 2013)

Reference

Brown-Chidsey, R., & Andren, K. J. (2013). *Assessment for intervention : a problem-solving approach*. New York: The Guilford Press.