

EDU 5358 Conventional Literacy Final Exam
Spring 2013 – May 11, 2013

Name:

By typing your name above, you certify that the answers you submit at the conclusion of this exam are your responses and only your responses. You agree to receive no help from others. Thank you.

Welcome to the final exam for Conventional Literacy!

Type your responses below each item. Remember, I can only grade you on what I read here....so be thorough, yet concise. Remember that this is a final exam, so you should use the knowledge you have gained from this semester. You have until 11am to finish. Please post your answers on Blackboard by that time. Relax, and let this be your opportunity to show me all that you have learned this semester – and year! Just think how much you have learned since August!!

If you have any questions, you may call or text me. If I don't answer my phone right away, try again or text me, and I will get back to you as soon as I can. We will be on the road traveling to Austin on Saturday morning, so I can't vouch for the service, but I don't think it should be an issue either. I will do my best to get back to you ASAP.

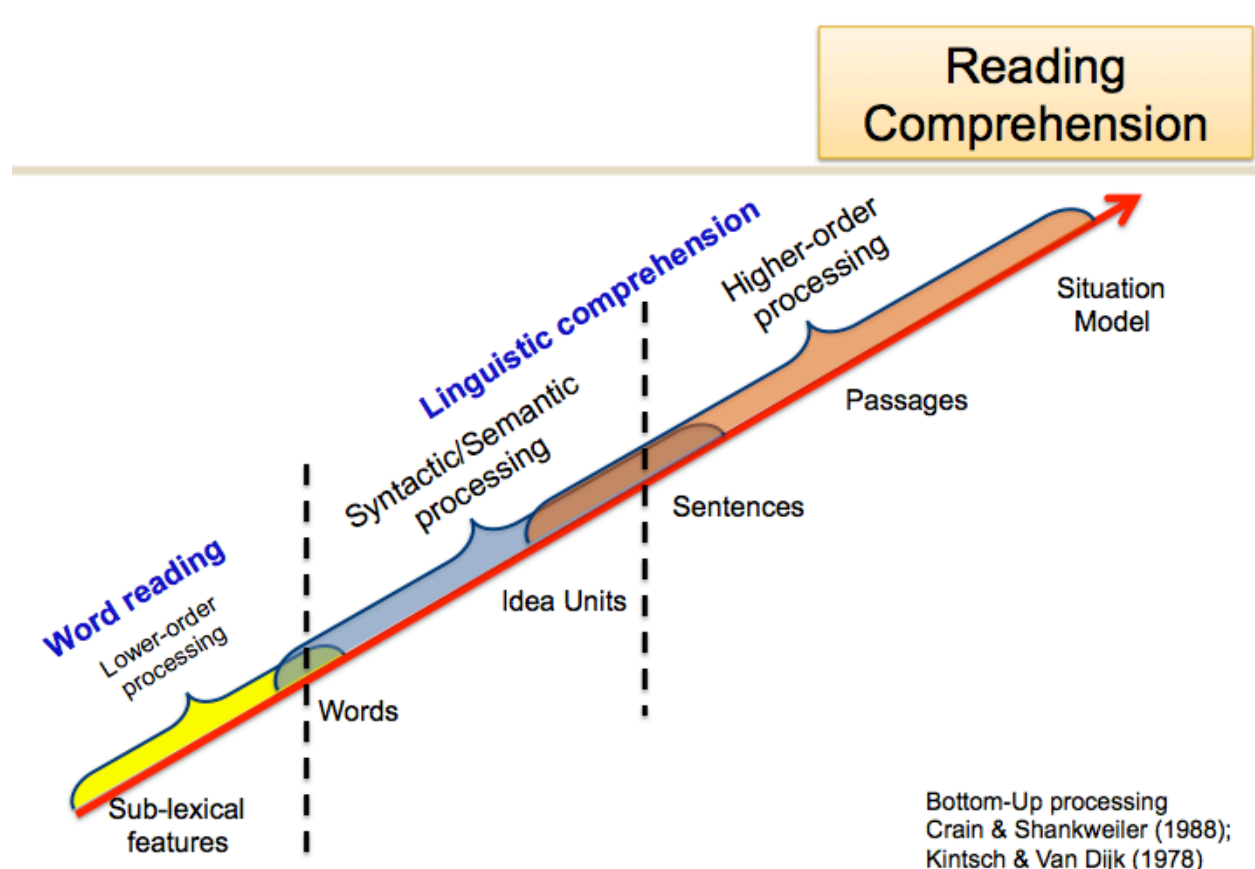
1. Scenario: Please consider the following scenario, and discuss what you would do to support this student's academic and literacy development. Be thorough and specific.

Anna is a fifth grader at a suburban elementary school. Her reading strengths include a wide vocabulary, average decoding skill, and average fluency. Anna enjoys reading but still has difficulty comprehending what she reads. The comprehension difficulties include both literal and inferential questions. In addition, Anna has difficulty identifying the main components of a story. As the end of the school year approaches, her teacher has become concerned about her lack of progress in comprehension. During a consultation with the reading specialist, several strategies were discussed and the following goals were developed for Anna. Talk about Anna's situation. What kinds of strategies does Anna need? How would you help her?

2. Scenario: Please consider the following scenario, and discuss what you would do to support this student's academic and literacy development. Be thorough and specific.

Kevin is a fourth grader. While most students in Kevin's fourth-grade class are able to decode unfamiliar, multi-syllabic words, Kevin is struggling with this task. Although Kevin is able to quickly and accurately read sight words, he tries to sound out multi-syllabic words letter-by-letter. This difficulty affects Kevin's fluency and comprehension. During the first grading period, Kevin's teacher and his parents had a meeting in which they discussed trying new strategies to assist him in reaching his goal. Talk about Kevin's situation. What is going on with his word recognition skills? What types of new skills would you teach him? What kind of strategies would you put in place?

3. Essay Response – Explain this diagram in detail:



4. IS THIS CHILD MISLABELED?

Case Study – Consider Serge’s situation. What do you think is happening in this case study? Discuss in detail. Use the knowledge that you have gained from this semester.

Serge Romanich, a third-grade student and refugee from Serbia, spoke limited English. His education had been sporadic at best and the new elementary school he was attending had tested and classified him as learning disabled.

A week before school was scheduled to start, Harry Simms, the principal at Oakwood Elementary, was busy at his desk. The school secretary entered his office and said, “There are some people here to see you. I think they want to enroll a student.”

Harry stood up and welcomed the visitors, two women and an-eight-year-old boy.

“I am Byona Romanich and this is Serge,” said one of the women. The other woman

quickly added, "I am Byona's sister-in-law, Trina. I am here to interpret for her because she speaks only French, Russian, and Spanish--very little English. She would like to enroll Serge in the school."

Trina translated as Byona talked. "Serge was born in Serbia and his development was completely normal, just like the other little boys of the village. He was getting ready to begin school when the Serbian war began. We went to France and stayed with relatives outside Vichy. Although Serge was ready to begin school, he was unable to attend until the next school year due to my extended hospital stay. During his schooling in France, he did not speak the language very well and received no reading instruction. At that point, Serge, his sister, and I traveled to America to join my brother."

Harry did not know how to respond. He decided simply to welcome Serge to Oakwood and assure Mrs. Romanich the school staff would help him adjust to his new environment.

Serge was placed in a third grade class and received additional services from the Limited English Proficiency (LEP) program. He made very little progress over the next few months. Serge was essentially a non-reader and showed little aptitude in the LEP class. His teacher suggested to Mrs. Romanich that perhaps Serge had a learning disability that should be explored with testing. Mrs. Romanich rejected that possibility, stating that she felt that her son would catch up as he became more proficient in speaking the language.

By the end of the year, Serge had not caught up. He was still struggling with the language and had made very little academic progress. Mrs. Romanich reluctantly agreed to have Serge tested. When the testing was complete, she met with Serge's teachers, the principal, and the school psychologist. The school psychologist read the evaluation results. "Serge's score on the Leiter (a nonverbal intelligence test often used with non-English speakers) was 105. This score falls within the Average range of intelligence. On the Woodcock-Johnson Test of Cognitive Abilities, he scored at least 2 standard deviations below the mean in the areas of auditory processing, short-term memory, comprehension knowledge, and fluid reasoning; tasks that typically measure an individual's verbal abilities. He scored in the Average range in: long-term processing, processing speed, and visual processing; these tasks are mostly perceptual. On the Woodcock-Johnson Tests of Achievement, Serge scored 2 standard deviations below the mean in reading, written language, and knowledge. He scored in the Average range in math." The school psychologist then turned to Mrs. Romanich and her interpreter and said, "This pattern of scores, achievement scores 2 standard deviations or more below the intelligence score, is indicative of a learning disability. In addition, the equally wide gap between Serge's verbal and non-verbal scores supports the proposition that he has a learning disability. He would benefit from individualized and small-group instruction for part of the day in a resource room." Everyone around the table nodded in agreement except Serge's mother.

Mrs. Romanich said, "I think Serge is just having trouble picking up the language. At home he does fine. He seems so intelligent to me."

"He is intelligent, Mrs. Romanich, but he has a learning disability that is holding him back. We can help him overcome that disability and achieve his full potential by providing more individualized instruction. He will also continue to receive services in the LEP class," the psychologist responded. Mrs. Romanich finally agreed to the placement.

Despite his new placement, Serge made limited progress the next year in fourth grade. However, the fifth grade proved to be a true success story for Serge. His new resource teacher,

Mrs. Evans, was in her third year of teaching. She was impressed by the diversity of the students at the school, including a large population of children of Serbian descent. She became interested in finding out as much as she could about the culture and background of her students in order to develop a relationship with them. She developed an especially close relationship with Serge.

Mrs. Evans worked with Serge in a resource pull-out program for two hours every day. She also went into Serge's classroom three times each week for language arts in order to provide him with additional support. Serge's English speaking proficiency increased as well as his reading skills. The combination of resource room instruction and an inclusive language class proved to be effective. Serge progressed from being a non-reader to reading and speaking English at a second-grade level. His math skills were even stronger.

Mrs. Evans observed firsthand Serge's rapid academic achievement. She noted that when Serge was introduced to a new word and its definition, he was able to retain that knowledge. Although Serge was still a quiet child and hesitant to become involved in detailed English conversations, he was very comfortable when talking socially to his peers.

Because of his rapid academic growth, Mrs. Evans began to question Serge's diagnosis of learning disabled. She decided to check out his records in the school office. As she read his file, she discovered that the initial testing was done in English and Serbian, but Serbian was used only if Serge indicated that he did not understand what was being said. She thought of the gains Serge had made this year. Was he really learning disabled, or did he simply need more time to learn and feel comfortable speaking English? Could the testing results simply be a result of poor language skills and not a learning disability per se? She continued to ponder the situation as she closed Serge's file and handed it back to the secretary.