Reader Case Study Phase I

After conferencing with the high school special education teacher, it was decided that the researcher would be working with a young man at the high school. The reader attends school at the local city’s high school. He is currently a freshman. In the mornings, his classes are resource room services and math and English through the life skills curriculum. In the afternoon, he attends the vocational school where he receives education through career experiences in the community. He receives the school’s free and reduced services. The student lives with his mother, grandfather, two two-year old nephews, and a brother. He also has an older brother, the father of his twin nephews, who does not live with them. His father is not involved in his life. During his free time, the student enjoys riding his bike around town and spending time with his friends. He and his friends like to play football and other sports when they can. The student does not enjoy reading; therefore, he reads the minimum required for classes and little beyond that.

The reader struggles with fluency, word recognition, and comprehension. At the high school level, much of the reading requires effective comprehension to be successful; therefore, the teacher and research decided that the case study would be most beneficial to focus on reading comprehension.

Once the intervention focus was determined, the researcher chose three assessments to monitor comprehension. The first assessment, also known as screening, was used to tell where the student’s comprehension abilities were at prior to the study. The progress monitoring assessment would follow to monitor growth during the intervention. Finally, an outcome based assessment would be used to reveal any
achievements the reader made at the end of the process. The goal of the study is to improve the reader’s comprehension by providing him with new strategies to use during reading. The outcomes might not be drastic improvement; however, the researcher hopes to provide new reading tools for him to use as he continues his education.

For the screening test, the researcher will be using a selection from *The Stieglitz Informal Reading Inventory: Assessing Reading Behaviors from Emergent to Advanced Levels*, suggested by the teacher. The researcher will choose a narrative passage from the text at the student’s current reading level. The reader will be given the passage and asked to read it aloud. The researcher has her own copy to take notes of how the student approached the text. Then, researcher will ask the student comprehension questions that accompany her copy of the text. The questions start at the lower level of Bloom’s Taxonomy, knowledge, and increase to the higher levels of questioning. The researcher then marks if the student’s response was correct or incorrect and probed or free recall. Once the questions are completed, the researcher can use the score sheet to see if the reader is working at the independent, instructional, questionable, or frustrated comprehension level. The assessment also gives the researcher insight about the areas where the reader struggles with comprehension. The first assessment will be used to monitor the reader’s comprehension abilities prior to intervention.

For the progress monitoring assessment, the researcher chose to use the Cloze Procedure after the third lesson has been completed. To create the assessment, the researcher will take a portion of the text being used during the intervention. The student will already be familiar with text from seeing it before. The purpose of the Cloze Procedure is to reveal if the student comprehends the text being studied. The teacher will
type the excerpt, leaving the first sentence complete. Then, every fifth or so word is omitted. The student will then have to fill in the missing words appropriately. Once the student has completed the assessment, the reader must score it. Each correct word the student completes counts as one point. The correct points are then divided by the total possible points, giving a percentage of total comprehension.

For the outcome based assessment, the researcher will again use a narrative passage from *The Stieglitz Informal Reading Inventory: Assessing Reading Behaviors from Emergent to Advanced Levels*. By using the same assessment method, the researcher will be able to directly compare the results from before and after the intervention process. The researcher will use Microsoft Excel to graph the information from the screening and outcome based assessments to compare the student’s growth in reading comprehension. Below is a chart of the assessments to be used and others that would be beneficial to a reading intervention program.

<table>
<thead>
<tr>
<th>NAME</th>
<th>GRADE</th>
<th>HOW TO USE</th>
<th>WHEN TO USE</th>
<th>WHY TO USE</th>
<th>SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded Reading Passages</td>
<td>Any elementary grade through high school. Use reader level materials</td>
<td>Calculate the correct number of responses to questions provided</td>
<td>First days and weeks of each semester or month</td>
<td>Assesses comprehension</td>
<td>Stieglitz, Ezra. <em>The Stieglitz Informal Reading Inventory</em>. Needham, Mass.: Viacom Co., 1997.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Grade Levels</td>
<td>Description</td>
<td>Timing</td>
<td>Assessments</td>
<td>Source</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Reading Sentences Assessment</td>
<td>Any elementary grade, use reader level materials</td>
<td>Student is timed and reads each sentence out loud. S/he circles whether the sentence is true or false. Keep track of how many sentences read and number of responses answered correctly</td>
<td>First days and weeks of each semester or month</td>
<td>Assesses fluency, decoding, and comprehension</td>
<td>Readinga-z, (2011). Reading resource center. <a href="http://www.Readinga-z.com">www.Readinga-z.com</a>.</td>
</tr>
<tr>
<td>Retelling</td>
<td>Any elementary grade through high school. Use reader level materials</td>
<td>Student is asked to retell a story read. Use rubric to make sure they include all parts in the correct order</td>
<td>Throughout the school year</td>
<td>Assesses comprehension</td>
<td>Shanker, J, and Ward A. Locating and Correcting Reading Difficulties. Boston: Pearson, 2009.</td>
</tr>
<tr>
<td>Multiple Meaning Word Assessment</td>
<td>Any elementary grade through high school. Use reader level vocabulary and materials</td>
<td>Give the student words with multiple meanings and have them write sentences using that word in two or more ways using context clues and prior knowledge</td>
<td>First days and weeks of semester or month</td>
<td>Assesses fluency</td>
<td>Shanker, J, and Ward A. Locating and Correcting Reading Difficulties. Boston: Pearson, 2009.</td>
</tr>
<tr>
<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</td>
<td>Any elementary grade. Use reader level materials</td>
<td>Students read timed passages out loud, and scorer using appropriate scoring</td>
<td>First days and weeks of each semester or month (or as needed for progress monitoring)</td>
<td>Assesses fluency and accuracy</td>
<td>U.S. Department of Education, (2011). National center on response to intervention. <a href="http://www.rit4success.org">www.rit4success.org</a></td>
</tr>
</tbody>
</table>
Reader Case Study Phase II

After the initial meeting for the reader and researcher to get acquainted, she returned to administer the screening assessment during the second visit. The assessment used was a narrative reading passage with a 1.7 reading level, “A Day by the Lake.” The assessment was found in the resource book given by the classroom teacher. The student read the story aloud as the examiner kept a running record. Once the young man was finished reading, the researcher asked the six comprehension questions that accompanied the passage. The reader had six miscues in his reading and three comprehension errors. He scored in the questionable level for both word recognition and comprehension. The assessment will be used to create a plan for teaching the reader comprehension strategies.

Based on the results of the screening assessment, the researcher has developed a five lesson action plan. The lessons focus on comprehension strategies to help the student increase understanding of what he reads. The lessons will build upon one another to support the reader.

The first lesson will be based on teaching metacognition. This concept asks the reader to think about his thinking as he reads. By doing this, he will begin to notice if he understands what he is reading or the other thoughts that come to mind. Focusing on his thoughts will increase his understanding of the text.

For the next lesson, the student will learn to use schema while reading. Schema involves making personal connections to the text through prior knowledge and experience. The reader will develop a stronger understanding if he knows to make connections between new material and knowledge he already has.
The next lesson revolves around imagery. If the student is encouraged to create mental images to match the text he reads, he will improve his comprehension. The goal is to have the student align the images he creates with the author’s words. He will then develop a deeper connection with the book.

After the third lesson, the researcher will conduct the progress monitoring assessment: The Cloze Procedure. The student will be given a passage from the text being used. The first sentence will be left complete, and afterward, every fifth word will be omitted. The student will fill in the missing words. The procedure tests the student’s comprehension on the text.

The fourth lesson teaches the student to say something about what he reads. He can make prediction, express his feelings, ask questions, etc. This strategy has the student dig more into the text and his thoughts to notice their connections to one another.

For the final lesson, the student will learn ways to determine the importance of a text. Through graphic organizers and separating main ideas from supporting details, his comprehension should improve by cutting out excess information. This strategy, along with the others, is structured to help increase the student’s overall comprehension.
Dear Parents and Supervising Teacher,

After giving the student an initial reading test, it was determined that he struggles with comprehending what he reads. Therefore, a series of five lessons has been created to teach him new strategies to help improve his comprehension skills. These sessions will be 30 minutes in length and will be conducted during his time in the resource room. It will not interfere with his learning. The goal is for him to use these skills to comprehend material read in all classes. If you have any questions, comments, or concerns, feel free to contact me.

Sincerely,

Shae Lauer
260-555-7313
selauer@readingisfun.edu
Who Was Jackie Robinson?

The student will fill in the blank bubbles with his metacognitive information.
Who Was Jackie Robinson?
By Gail Herman (2011)

The book is part of the “Who Was” series that introduces students to important individuals through illustrated, entertaining biographies. The text follows Jackie Robinson’s life from birth, to his time with the Dodgers, and into his death and legacy. The author addresses the impact and struggles Jackie faced when he became the first African American to play in the major leagues. Background information about what was occurring is also provided in a student friendly approach. Accompanied by illustrations, the reader will get a new look into the life of Jackie Robinson.
Reader Case Study III

For the first lesson, the student will choose a new, level appropriate text he would like to use for the intervention. Then, the researcher will explain the goal of the lessons is to help him better understand what he reads. He will be able to practice the skills as he reads the selected text. The instructor will say that the lesson is over metacognition: thinking about one’s thinking. She will use a trade book to communicate to the student the thinking that she recognizes going on in her mind. For example, she might say, “I just thought I do not understand what the author is trying to say. I will go back and reread it before I continue.” Then, the researcher will have the student paraphrase metacognition in order for the instructor to clarify any misunderstanding he might have. Then, he will use the chosen text and graphic organizer to demonstrate his ability to use metacognition. The two will discuss the text and his organizer.

The lesson was a good way to start the intervention. The student was happily surprised that he was able to choose his own book to use. He explained he was worried he would be told to read “some dumb, boring book.” He chose to read Who Was Jackie Robinson? At first, the student seemed thrown back by the term metacognition. Once the instructor explained what it meant and used a think aloud, he seemed more comfortable. During his time to apply the skill, he was hesitant at first, but he used the skill quite frequently over time. The lesson went will since the student was cooperative, willing to learn, and grasped the concept.
Who Was Jackie Robinson?

I'm thinking this book is going to be about someone named Jackie Robinson who probably played baseball.

I'm thinking it's confusing why California was so much safer than Georgia.

Metacognition: Thinking About My Thinking

I'm not sure why Jackie's mom stayed in California if people were still mean there.

I'm thinking I understand what's happening so far.
The second lesson focuses on schema. The instructor will write the word “school” on the white board and ask the student to list everything that comes to mind when he thinks of the word. After he has discussed his response, the instructor will explain that the student used his schema. Schema involves using one’s prior knowledge and experiences to make connections. The instructor will then use a think aloud and trade book to show how she can use her schema to relate to the text. The students will continue using his chosen book and a sheet to practice using schema.

At the beginning of the lesson, the student was chatty and not focused on working. However, once the researcher wrote the word “school” and asked him to list all that he thought, he began working. The student explained that he like this strategy because he felt that he somewhat already knew something since he could make connections. Using the exercise before introducing the strategy was a good way to focus the student and ease into the material. It was an enjoyable session for both the student and instructor.
<table>
<thead>
<tr>
<th>What's happening in the book...</th>
<th>I can connect because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackie plays lots of sports at UCLA.</td>
<td>I like to play sports with my friends.</td>
</tr>
<tr>
<td>Jackie wants a job to help his mom.</td>
<td>I want to get a job so I have some money.</td>
</tr>
<tr>
<td>Pearl Harbor was attacked.</td>
<td>We learned about it last year; I've seen the movie.</td>
</tr>
<tr>
<td>Jackie is as good as a player as other people, even white people.</td>
<td>A lot of good athletes are black, Mexican, and white. They're all good.</td>
</tr>
</tbody>
</table>
Before beginning the third lesson on imagery, the student and instructor will review the two previous strategies. Then the instructor will play a snippet of a song and ask the student to listen. After, the student will be asked what images came to mind. The researcher will explain that similarly the student can create mental pictures to match the information read. Again the instructor will use a book and think aloud for imagery. The student will read from his text. Then, he will use the sheet to draw and explain a passage from the section he read. He will discuss his results.

The student was eager to work because he wanted to keep learning about Jackie Robinson. He liked the beginning of the lesson because he is familiar with thinking of what is happening during a song. He did mention that he already makes mental images when he understands what he reads. Since the student had prior experience with using imagery, teaching the lesson went smoothly.
Based on what you read, draw your own mental images in the box below.

Explain:

Jackie said he could desk when a reporter asked him what he could do if a pitcher threw the ball at his head.
For the fourth lesson, the student will learn the “say something” strategy. The instructor will ask the student if he has ever wanted to say something while reading in class but was not allowed to do so. The student will now have a chance to talk about the book. The researcher will give the reader a list of stems to guide him in using the strategy. Then, the student will observe the instructor use the stems as she reads her text. The student is given his chance to practice after by recording his statements as he continues reading.

This lesson did not go as well as previous lessons. The student did not want to work on another strategy. He expressed that he was tired of working on the lessons. However, he complied enough to complete the assignment. After reflecting on the meeting, the researcher decided she should have allowed the student to take a short walk to get a drink and take some breaths away from the work area. Then, he could return and continue with the lesson.
Say Something Sheet

1. Say something
   starter I don't
   Your comment Jackie will get mad and get in a fight with another player.

2. Say something
   starter I like the first verse.
   Your comment Jackie wins the games for his team.

3. Say something
   starter Why
   Your comment would the team make Jackie to first in need of a different player.

4. Say something
   starter I think that
   Your comment Jackie will be nervous and mess up on his first game for the Dodgers.
The final lesson will address determining importance. The reader and researcher will discuss and share personal stories about reading and not being sure about what the author was trying to say. The instructor will use a blank chart created for the student’s use and utilize it while reading aloud. Together the two will take a passage from the researcher’s book and find the main idea and separate it from the supporting details. The reader will then use the chart to determine key points in the book. Afterward, they will review all five strategies, allowing the student to give feedback. The reader will be given a brief overview sheet to help him remember how to use the strategies.

The student was anxious to finish the book and lessons. During the discussion about determining importance, the instructor mentioned that the strategy could be used in math class for story problems. The student agreed and later asked if the two could work on some story problems to help him use the method in math. The student seemed to grasp all of the strategies during the review time. He was able to explain them using his own words, which showed his understanding of the material. The overall attitude of the student was much better than the previous lesson. The discussion opportunity seemed to benefit the learning process during the lesson.
## Determining Importance

<table>
<thead>
<tr>
<th>Topic</th>
<th>Detail</th>
<th>Personal Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackie did more than play baseball.</td>
<td>He wrote 2 books and was in a movie.</td>
<td>He probably felt good to do all this. Other black people probably looked up to him.</td>
</tr>
<tr>
<td>More black people got to play baseball.</td>
<td>3 other teams signed black players.</td>
<td>Jackie made it so they could play professional baseball.</td>
</tr>
</tbody>
</table>
Reader Case Study Phase IV

During the briefing conversation with the classroom teacher, it was determined that the intervention should focus on comprehension. The teacher then gave the researcher a copy of *The Stieglitz Informal Reading Inventory: Assessing Reading Behaviors from Emergent to Advanced Levels*. She felt that would be the most appropriate method to gain an insight of where the student’s abilities were and to plan the lessons. The student read aloud a narrative passage, “A Day by the Lake.” The reading level of the text was at 1.7. The researcher kept a running record and found the student had six miscues in his reading. Afterward, the reader was asked six comprehension questions ranging in levels of difficulty. The student answered three of the questions correctly. According to the score sheet, the student’s score was in the questionable range for both word recognition and comprehension.
Graded Reading Passages Test: Form D—Narrative

A Day by the Lake (1)

INTRODUCTION: Please read this story to find out what a girl likes to do.

A Day by the Lake

Pat stood by the lake. A soft wind blew. Across the grass, ducks swam near the shore. There were big ducks and baby ducks.

Two stood on the grass near Pat. Pat opened a paper bag. She put her hand in it. It came out full of bits of bread. She dropped some bread around her on the ground. She threw some on the water. The ducks swam to it.

They quacked and ate the bread. Pat laughed and threw some more bread.

Accountable Miscues

Full Miscues: 5 × 1 = 5
Half Miscues: — × 1/2 = —
TOTAL 5

COMPREHENSION CHECK

Who was standing by the lake?

(Pat)

What did Pat see?

(ducks)

(baby ducks)

What did Pat take out of the paper bag?

(bread)

(bread)

Where did Pat throw some of the bread?

(on the water)

Was Pat having a good time? How do you know?

(Yes. She laughed.)

(Check on feeding the ducks.)

Could this story have happened? What makes you think so?

(Accept any logical response, such as "because the events sounded real.")

Test #1

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PRIOR KNOWLEDGE
Have you ever read this story?
_____ Yes  _____ No

LEVEL OF INTEREST
How much did you like reading this story?
This story was:

<table>
<thead>
<tr>
<th>horrible</th>
<th>fair</th>
<th>good</th>
<th>very good</th>
<th>terrific</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
</tbody>
</table>

A Day by the Lake (1)

CATEGORIES OF ACCOUNTABLE MISCUES IN WORD RECOGNITION

<table>
<thead>
<tr>
<th>FULL MISCUES</th>
<th>NUMBER</th>
<th>HALF MISCUES</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reversals</td>
<td>2</td>
<td>Inversions</td>
<td></td>
</tr>
<tr>
<td>Omissions</td>
<td></td>
<td>Confusions</td>
<td></td>
</tr>
<tr>
<td>Whole-Word Substitutions</td>
<td>4</td>
<td>Whole-Word Substitutions</td>
<td></td>
</tr>
<tr>
<td>Non-word Substitutions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CATEGORIES OF COMPREHENSION ERRORS

<table>
<thead>
<tr>
<th>FREE AND PROBED RECALL</th>
<th>Errors Attempted (Free and Probed)</th>
<th>Number of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Interpretive</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Critical Creativity</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

TEST #1
After the third lesson, the student was given a progress monitor assessment using the Cloze Procedure. The researcher chose a passage from the section the student had read. The first sentence of the passage was left complete, and after, every fifth word was omitted and replace by a blank. The student used his understanding of the book to fill in the missing words. The student correctly answered five of the nine words. After review the student’s answers, the researcher found that his answers aligned with the section of the book even though they were not the correct answers.
Jackie understood. All black people would be judged on how he behaved. If he lost control, he would hurt the chances for other black players hoping to join the majors. Jackie didn’t have guts to not fight back. Before he left the building, he had signed the autographs with the ball club.

\[ \frac{5}{9} = 56\% \]

Test #2
For the outcome based assessment the researcher chose another narrative passage from *The Stieglitz Informal Reading Inventory: Assessing Reading Behaviors from Emergent to Advanced Levels*, “A Snowy Day.” This second passage had a reading level of 1.6. The student read the passage aloud while the instructor kept a running recorded. The student had three miscues in his reading. The researcher asked the six comprehension questions at the end of the section. The student answered four of the six correctly. According to the results, the student scored within the instructional level for work recognition and comprehension.
Graded Reading Passages Test: Form B—Narrative

A Snowy Day (1)

INTRODUCTION: Please read this story to find out what two children like to do.

A Snowy Day

Bill and Kim looked out the window. They were very happy. It was snowing. They wanted to go out to play.

Bill and Kim could not wait to build something with the snow. When they went outside, they made two large balls. They put one on top of the other. Then they made one small ball. They put it on the very top. Then Bill and Kim used some sticks and stones. Now they were done.

Accountable Misses:

Full Misses: 3 × 1 = 3

Half Misses: 1 × 1/2 = 1

TOTAL 3

COMPREHENSION CHECK

1. X X What were the names of the two children in the story? (Bill and Kim)

2. Why were Bill and Kim very happy? (They saw it was snowing)

3. How many balls of snow did Bill and Kim make? 3

4. Where did they put the small ball? (on the top)

5. What do you think Bill and Kim built with the white flakes? (a snowman)

6. Could this story have happened? What makes you think so? (Accept any logical response such as "Because the events sound real.")

Total Comprehension Errors: 2/0 (0 & 1) = 1

Test #3
PRIOR KNOWLEDGE
Have you ever read this story before?

Yes  No

LEVEL OF INTEREST
How much did you like reading this story?
This story was:

<table>
<thead>
<tr>
<th>horrible</th>
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A Snowy Day (1)

CATEGORIES OF ACCOUNTABLE MISCUES IN WORD RECOGNITION

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<tbody>
<tr>
<td>New word Substitutions</td>
<td></td>
<td>Whole Word Substitutions</td>
<td></td>
</tr>
<tr>
<td>Whole Word Substitutions</td>
<td>1</td>
<td>Omissions</td>
<td></td>
</tr>
<tr>
<td>Dimensions</td>
<td></td>
<td>Inaccurate</td>
<td></td>
</tr>
<tr>
<td>Inclusions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonsense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replacements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronounced by Examiner</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CATEGORIES OF COMPREHENSION ERRORS

FREE AND PROBED RECALL

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<td>2</td>
</tr>
<tr>
<td>Interpretive</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Critical/Revised</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Test #3
The action plan met the student’s needs by providing him with resources to improve comprehension. Based on the results of the assessments, the student’s comprehension score did improve. He was able to one more comprehension question correctly during the outcome based assessment than the screening assessment.

The researcher reviewed the student’s work samples for impact on student learning. The instructor noticed that the reader’s responses became more detailed and reflective than his answers at the beginning of the intervention. It was also noticeable when the student grasped some concepts more than others because his work was more specific. The student was told the purpose behind the intervention and the purpose of
each lesson. He knew the hope was to increase his comprehension by giving him new methods to use while reading.

After working with the student, the researcher noticed change in the student as well. The classroom teacher had reported that he did not like reading. However, he was able to choose a book of interest and encouraged to give his input. The opportunity for choice and involvement seemed to have an empowering effect on him. Although the student might not read for leisure, he handled the intervention well. He did struggle during the fourth lesson. Perhaps some self-discipline strategies would benefit the student as he continues in school.

The researcher also experienced growth through the process. She became more comfortable with teaching the strategies as the lessons progressed and the approaches improved. By using the screening assessment, the instructor was able to better understand using assessment to drive future instruction. Before, she had not had much experience with authentically creating a plan based on assessment. She also improved her ability to record student progress and growth through technology. She was able to monitor understanding by review student work and conferencing with the student. Overall, she has become more confident in her ability to assess student knowledge, create an intervention plan based on the results, and record student progress.