

Name: LaFuente, Lucy
Date of Birth: 07/01/2008
Age: 9 years, 2 months
Sex: Female
Date of Testing: 08/25/2017

School/Organization: Churchill School
Teacher/Department: Ms. Alvarado
Grade: 5.0
ID: 87336
Examiners: Alfonso Ortiz

EXAMINEE INFORMATION

Lucy LaFuente is a 9-year-old student currently enrolled in Grade 5 at Churchill School. She has been enrolled in a bilingual program in English and Spanish for 1 year, 3 months. She had 4 years of prior academic instruction in Spanish in Mexico. Previously, Lucy was enrolled in a newcomer program in the United States for 5 months.

LANGUAGE BACKGROUND INFORMATION

Information about Lucy's language use was gathered from her Parent(s), Teacher(s), School record(s), Examinee self-report and Home Language Survey. Lucy is a second-language learner of English. Her native language is Spanish. Others in her home speak primarily Spanish. At home, Lucy speaks primarily Spanish. With peers, Lucy speaks both English and Spanish. At school, Lucy speaks both English and Spanish.

TEST(S) ADMINISTERED

Lucy was administered the *Woodcock-Muñoz Language Survey® III* (WMLS III™). On 08/25/2017, she took English Form A of the WMLS III. On 08/25/2017, she took the Spanish form of the WMLS III.

Lucy's performance on the English form of the tests is compared to the performance of English-speaking individuals at the same grade level. Lucy's performance on the Spanish form of the tests is compared to the performance of Spanish-speaking individuals at the same grade level.

TEST SESSION OBSERVATIONS

Observations of Lucy's behavior were made during the administration of the English WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

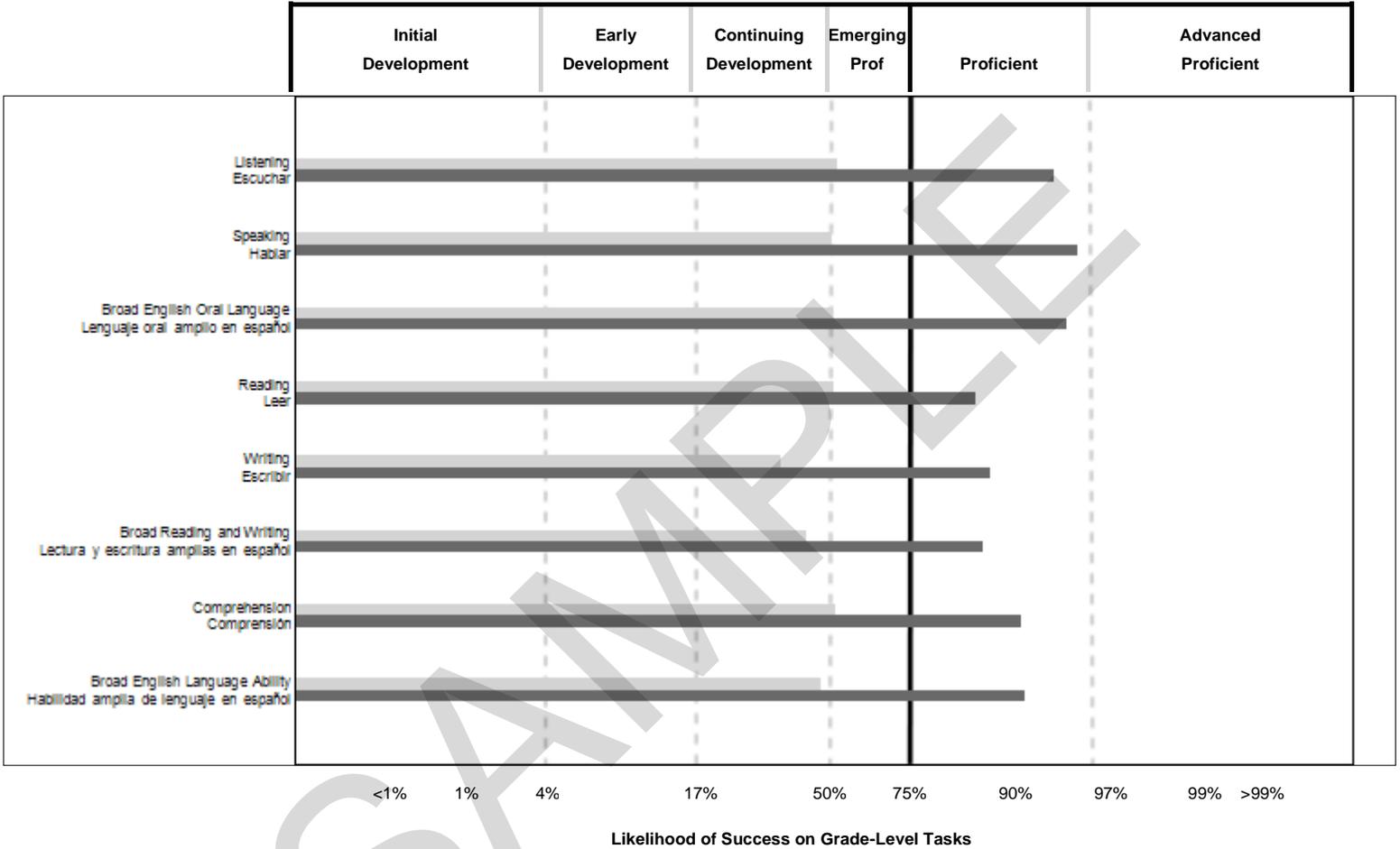
Observations of Lucy's behavior were made during the administration of the Spanish WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

PLOT OF SCORES

LaFuente Lucy, Age 9-2

Woodcock-Muñoz Language Survey III, English Form A

Woodcock-Muñoz Language Survey III, Spanish

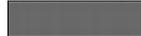


Notes:

English:



Spanish:



"Likelihood of Success on Grade-Level Tasks" indicates the examinee's likelihood of success on tasks that typical grade peers can complete with 90% success. For example, a student who scores in the *Proficient* level will be between 75% and 96% successful on tasks that typical same-grade peers perform with 90% success.

EXAMPLES OF BOOKS FOR LISTENING

Below is a list of books that are appropriate for Lucy to listen to, based on her WMLS III performance.

The Skull of Truth: A Magic Shop Book by Bruce Coville

Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull

Smart Dog by Vivian Vande Velde

INSTRUCTIONAL SUPPORTS FOR LISTENING AND SPEAKING

Based on Lucy's WMLS III performance, the following scaffolding or instructional supports are proposed to promote a deeper level of learning during listening and speaking instruction.

- Select books or have Lucy select books that relate to her experiences. Using books that she wants to listen to and can relate to will help increase motivation, comprehension, and ultimately, learning.
- As long as she enjoys listening to the book, keep it available to her. Repeated listening of a story will allow her to internalize vocabulary and sentence structures.
- Have Lucy differentiate fact, opinion, and inference.
- Provide opportunities for Lucy to participate in dramatic play of the storyline of a book, such as play the role of one of the major characters.
- Have Lucy make and verify predictions of what she thinks will happen next or change the ending of the story.
- Play a guessing game by providing clues to Lucy and having her try to guess characters in a story. For example, you could say, "This character often wears red." Take turns.
- Do not be reluctant to have Lucy read a book or listen to a book in her native language. Using the native language in the instructional process honors the language of the family, may increase self-confidence and motivation, and often raises the level of comprehension.