

# Individual Student Profiles

For

AN & RB

EDS 351

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## I. Individual Student Profile Cover Sheet: Analysis And Reflection - AN

### I. Classroom Characteristics

AN receives language instruction in English at F Elementary in the third grade self contained classroom. The school is designated as structured English immersion, therefore, AN receives three fifty minute session of English Language Development per week. AN also gets pulled out by the school resource teacher two to three times a week to work on English development in a small group setting. The purpose of the pull out is to help AN improve his reading level. Within the classroom the Teacher uses instructional strategies such as, wait time, correction of speech errors, and adjusts, “Speech to make it comprehensible” (Wright, 2010, p. 148) to support English language development and content understanding. Some of the strategies observed were: speaking clearly in a normal tone of voice, simple and varied sentence structure for all student language development levels, emphasis on key vocabulary by repeating across content area, use of distinct and explicit gestures and facial expressions, repetition and paraphrasing to explain further.

### II. Assessment Data

According to AN’s CELDT score from the beginning of this year, his overall proficiency level (OPL) is Early Intermediate but at the lower end of the spectrum closer to a Beginning. When administering the Express Placement test, AN responded clearly and succinctly to all questions, designating him as an Intermediate. AN’s first language is Vietnamese which he is spoken to and speaks at home currently. Her reads both in Vietnamese and in English and only speaks English while at school and with some of his friends during the weekend.

AN’s reading level has remained constant since the beginning of the year as per the STAR test assessment results from August of this year. He reads at level 1.4 which is equivalent to first grade fourth month. Comparing AN’s three writing samples that he

had written in class, one from each month between September to November show a slight improvement. The improvement is evident in his last piece where he was successfully able to, independently come up with a topic sentence, three facts, and a concluding sentence to make a complete paragraph as has been taught by the teacher since the beginning of the year. In September, as a new third grader, AN was Far Below Basic (FBB) in both writing structure (WS) and writing conventions (WC); assessment results from a writing sample from November shows AN as a Below Basic (BB).

### III. Analysis and Next Steps

#### CELDT Score

<b>Subtest</b>	<b>Scale Score</b>	<b>Proficiency Level</b>
Listening	399	Intermediate
Speaking	416	Early Intermediate
Reading	431	Basic
Writing	438	Early Intermediate
<b>Overall</b>		<b>Early Intermediate</b>

As per the CELDT score, AN has been designated as Early Intermediate. I agree with the CELDT score and designation of AN. To elaborate and describe AN's communicative and language proficiency further I will use the English Language Development Proficiency Level Continuum to clarify AN's proficiency level. AN as an English language learner is "progressing through the Expanding level" (PLD, 2012, p. 6), that is he is at the early stage of engaging in complex and cognitively demanding activities with adequate linguistic support. My observation shows that AN is able to communicate with ease in socially familiar context but needs support in academic communication both oral and written. In a "collaborative" (PLD p. 8) setting AN is able to ask, share and respond to question in short sentences as well as initiate a simple conversation in both social and academic areas. This was evident during my interview

with him where AN with some linguistic support such as repetition and paraphrasing was able to engage in a comprehensible conversation with me. However, in the “interpretive” and “productive” (PLD, p. 8) mode of communication, AN is at the exit of the Emerging level. This is because AN is not able to yet read at grade level and requires much support in both reading and comprehension of text. Furthermore, AN is neither able to engage in a sustained conversation nor is he able to write or respond using grade level vocabulary. He uses learned vocabulary from content area when writing and expresses ideas in short responses that are contextualized.

As far as AN’s “Knowledge of language” (PLD, p. 10) is concerned, his metalinguistic awareness is at the exit end of Expanding proficiency continuum but his accuracy of production is at the early stages of the Expanding proficiency continuum. This assessment is based on my observation in class as AN navigates himself from independent content area task to group work, and during group discussion and at recess a social setting where he is seen playing with friends. AN is able to use academic language during academic work appropriately; that is responding in complete sentences, using correct contextualized vocabulary. I have heard him use analogy to explain a word that he does not know at the same time he makes “frequent errors” (PLD, p. 10) grammatically and his pronunciations are not always comprehensible. This was evident during the interview when I was not able to understand the name of AN’s favorite book that he was referring to. Moreover, he is not able to successfully engage in partner talk due to his inability to express his thoughts both sequentially and contextually.

I believe AN requires all the three instructional components as discussed in class for ELL’s: i) comprehensible delivery of content, ii) language instruction for content learning, and iii) English language development. At the moment he is receiving all three in moderation, however for significant improvement in both reading and writing academic English, I believe AN requires substantial linguistic support. Types of instruction and learning experience he will benefit from are, one-on-one sessions of English language instruction in the content area that focuses on comprehension skills, as well as daily reading of informational text for the purpose of comprehension and analysis. The goal of the activity should be to understand cause-and-effect, patterns of organization and be able to write a summary of the text. Being able to infer sequence of

events and summarizing the text will require explicit teaching of not only how to read words in the text but to be able to understand the meaning of the words. This explicit instruction should be followed by constructing a graphic organizer that teaches how to organize the response to the prompt (ELD Standards).

From my interaction and observation of AN I believe, because he does not have much opportunity to speak, read, or write in English outside of school, it is difficult for him to learn the second language, English. He does know his home language and speaks it fluently at home and with his church friends, as such he does know the semantics of language acquisition, he just needs more practice and tools to learn the second language. Secondly, I also believe that he takes longer to respond because he is translating what he hears in English to Vietnamese and back to English before he can respond, this takes a moment longer than a native speaker who does not have to translate. This disengages him from fully participating and engaging in a group discussion which has a direct impact on his social life. That is, during partner talk he is left alone or when a partner is forced on him, he refuses to talk to the partner.

I would like to find out the cause for AN's stuttering which the parent noticed this year. AN tends to pause or repeat words before completing a sentence; it is necessary to find out what the cause if any there is. Finding this out will help in deciphering whether AN requires speech intervention, which will aid him in forming his words and speaking at the right time and hence be able to engage in a discussion either in a group or one on one without a wait time that can be difficult to provide many times.

Individual Student Profile Cover Sheet:  
Analysis And Reflection - RB

I. Classroom Characteristics

RB receives language instruction in English at F Elementary in the third grade self contained classroom. The school is designated as structured English immersion, therefore, RB receives three fifty minute session of English Language Development in a whole class setting, per week. Within the classroom the Teacher uses instructional strategies such as, wait time, correction of speech errors, and adjusts, “Speech to make it comprehensible” (Wright, 2010, p. 148) to support English language development and content understanding. Some of the strategies observed were: speaking clearly in a normal tone of voice, simple and varied sentence structure for all student language development levels, emphasis on key vocabulary by repeating across content area, use of distinct and explicit gestures and facial expressions, repetition and paraphrasing to explain further.

II. Assessment Data

CELDT Score:

<b>Subtest</b>	<b>Scale Score</b>	<b>Proficiency Level</b>
Listening	541	Early Advanced
Speaking	512	Early Advanced
Reading	537	Intermediate
Writing	536	Intermediate
<b>Overall</b>		<b>Early Advanced</b>

As per the CELDT assessment RB has been designated as Early Advanced; her score is right in the middle of the range. Her reading and writing subtest scores place her as an Intermediate however her California Standardized Test (CST) test from last year labels her as proficient with above 80% in all Language Arts functions except writing strategies where she scored 75%. RB's first semester report card was overall proficient in all areas except in math reasoning she was Below Basic. The teacher explained that this was due to the new Common Core Standards which require explaining the 'why' and 'how' of solving math problems, which the students have just been introduced this year. RB's Express Placement result designate her as Early Advance and her errors were minor grammatical mistakes. RB's home language is Spanish which she learned to speak first. As she is acquiring more English (L2) she is losing her first language according to her mother who insists on speaking to her in Spanish only. RB's reading level went up from 3.3 to 3.5 in two months beginning this school year and her writing conventions too have improved thus far. RB's assessment show an improvement both in the Writing Structure and Writing Conventions scoring Proficient and Advanced in the last three month.

### III. Analysis and Next Steps

RB's CELDT score indicates her correctly as Early Advanced or as per the Proficiency Level Descriptors (PLD) as entering the Bridging level (PLD, p. 9). What this means is that RB as an English language learner, "progress(es) through" (9), moving from being able to communicate appropriately, purposefully and contextually to refining and enhancing English language to express broader range of topics and contexts. My observation of RB in the context of the classroom during content area instruction, too proves her to be engaged in "complex and cognitively demanding" (PLD, p. 9) discussions and thinking. During Science which is taught as an inquiry based, RB participated and hypothesized why we see the different phases of the moon and further made connection to her prior knowledge of what she had read and heard. As per the Proficiency Level Descriptors for California English Language Development Standards, RB's "Collaborative" mode of communication is at the "early stages" (9) of

the Bridging level. Characteristic of this level is the ability of the English learner to be able to express complex ideas in variety of settings, be able to respond to questions that demand metacognition and be able to sustain a dialogue. RB demonstrates these characteristics in a variety of situations such as: during a read aloud of a fiction text, Pete & Pickles read by the teacher, I observed RB predict what was going to happen based on the facial expression of Pete on the page. Her prediction was backed by her giving evidence based on what had already happened and what she was inferring from the images thus far. Another time during math, RB was able to come up with more than one strategy to solve a three digit problem and was able to explain her solution in complete sentences. This was further proof of her “interpretive” communication skill that state that the student is able to understand both concrete and abstract topics. RB is also at the early stage of “productive” communication skill which describes student as having the ability to not only express but also initiate and sustain interaction with language suited for specific context and audience. My observation has revealed RB’s ability to take what she is thinking and synthesize her thoughts into a paragraph with the aid of a graphic organizer that has been taught to all students in the class.

I believe for RB to continue her upward move to becoming an exiting Bridging Level learner she requires “light” (9) linguistic support that helps in using highly technical English. The classroom teacher has set a goal for RB to read for twenty minutes each night, later tell mom what she read and finally to write what she read in a journal. For RB to be at an Advanced ELD level by the end of the year, I believe RB must read informational text for the purpose of comprehension and vocabulary that will enhance her metacognition as well as metalinguistic abilities. Reading with a purpose will enable “phonemic awareness” (CDE 6) which is sound/symbol relationship and get meaning from the text. Further, reading with a purpose will increase vocabulary as well as teach to infer and synthesize the text.

RB will also benefit, from actively learning five new words a week which will enhance her vocabulary and comprehension which in turn will positively impact her listening and speaking skills. Lastly, RB should be encouraged to speak and write in her home language - Spanish, the foundation from which she has learned the mechanics of learning a language.



The teacher's goal for RB to read, talk and write each night about what RB reads is a great strategy to assess RB's language development. I think reading RB's journal once a month would be helpful in understanding her writing as well as comprehension needs to be then able to support her reading and writing conventions. To extend this idea of journaling, I would rather have RB bring the journal to school each day, I (teacher) responds to her in her journal creating a dialogue thread. This I believe will give confidence to RB as a writer to express herself and a tool for the teacher to assess RB's development.

Based on RB's progress and the implementation of new support as suggested, I believe by the end of the year RB could be an entering Lifelong Language Learner.

#### IV. Overall Reflection

Participating in this project where I had the privilege to observe AN and RB in academic settings and social settings as well as get to talk to them to better understand what language and reading means to them, I learned that both these students have a wealth of prior knowledge that can be tapped into and used as a resource for more and new learning. Moreover, having the opportunity to speak to the students parents about their child, how he/she spends time after school, home dynamics and their goal for their child, informed me better to understand the whole child and not just the child that comes to school. This allowed me to tap into the individual student's funds of knowledge and customize learning strategies to support student learning.

What I learned about teaching English language learners is that a teacher must know the five subsystems of language: phonology, morphology, syntax, semantics, and pragmatics (Wright, 2010, p. 26), in order to be effective in understanding and teaching her students. What I also know from reading Wright that it takes about four to seven years (33) for an English language learner to be proficient in English, but that is not the end of learning because at that point the English language learner becomes a lifelong language learner who benefits from "occasional" (PLD, p. 9) linguistic support.

According to Wright there are four theories of how language is acquired of which two I

have seen implemented in my current and previous classrooms. These two are: first, “The Cognitive/Developmental Perspective” (41) which states that language acquisition involves comprehension and production of language; second is the, “Sociocultural Perspective” (42) by Lev Vygotsky who emphasizes social interaction for learning of any kind to be possible.

Being aware of these pedagogical resources that guide instruction and understanding, some methods that I suggested for the two students were a blend of “Natural Approach” (Wright, 2010, p. 45), content based instruction, which is focused teaching of a content area (Wright, 2010, p. 46) and critical pedagogy developed by Paulo Freire who promotes sharing of teaching between not only teacher and student but in school and outside of school. Freire encourages reflective thinking and collaboration in solving problems (47). California Teaching Performance Expectation 7 (TPE 7) recommends that the teacher, “Implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers” (TPE 7), which I believe is satisfied in content based instruction. This method otherwise called “sheltered instruction” or “specially designed academic instruction in English (SDAIE) (46), where the teacher in content area instruction provides English language development support. This would include modification strategies such as partner talk, rate of speech, repetition, use of gestures and “corrective feedback” (Wright, 2010, p. 41).

Two important lessons were learned by me that I can use as I move forward in teaching in my classroom. One is that the student is just a part of a whole individual. As such it is imperative to ask the following questions as suggested by Wright before implementing strategies: what are students strengths, needs, academic goals, challenges, and how to assess the effectiveness of the progress (48). Second lesson learned was that to employ multiple forms of assessment in order to better understand the complex whole individual.

Attachments:

1. LR - AN
2. LR - RB

